



THE

ATA

MAGAZINE

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No. 7

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MARCH 1961



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THE ATA MAGAZINE

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Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions, per year: members \$1.75, others \$2, single copy 25¢.

Member of the Educational Press of America. Affiliated with the Canadian Teachers' Federation. Manuscripts, photographs, and drawings on educational subjects are invited, but the publisher assumes no responsibility for return or compensation. Opinions of writers are not necessarily those of The Alberta Teachers' Association. All correspondence should be addressed to the editor.

The ATA Magazine is the official organ of The Alberta Teachers' Association. It is published on the tenth of each month, except July and August. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.



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March, 1961

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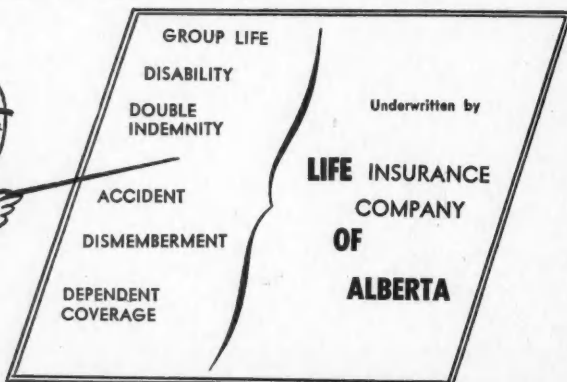
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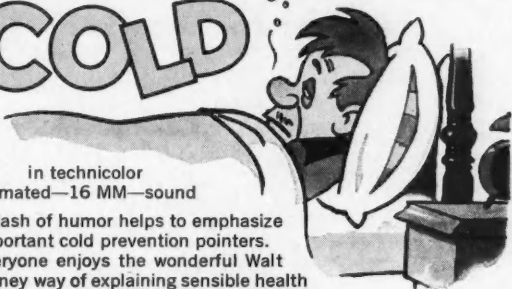
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New School Finance Plan

Enough is now known about the government's new proposal for financing education in this province to venture some opinions. Let us say at the outset that we are not among those who see in the arrangement a new deal in educational finance. Basically, the plan calls for two changes in present procedures for finding the money to meet the costs of education. First, the province and not the individual school boards will make the major requisition on municipalities and second, a uniform mill rate will be levied on equalized assessments. If the moneys requisitioned from municipalities and the annual appropriation voted by the legislature amount to roughly the same total which would be produced by school board requisitions and the former operational grants, the new scheme becomes only another method of handing revenue to school boards.

But the more we hear about the plan, the more uneasy we become. It has by now become clear that the government has decided that the only effective way to control the rapid rise in school costs is to set a uniform mill rate on an equalized assessment for school purposes. Under the new scheme school boards will requisition municipalities for funds, only if they decide to offer a more extensive program than the "foundation program". Some deny that the government actually has control as long as school boards have the right to requisition additional moneys from municipalities to pay for expenditures in excess of the government's schedule of approved costs. But this sort of argument may very well be small solace in a situation in which militant municipal authorities appear to have the loudest voice.

It is now known that the government proposes to contribute some \$49,000,000 as its share of the new

tax plan. This sum added to the estimated \$55,000,000 yield from the government's requisition on municipalities would provide about \$104,000,000 in the special fund which is to meet all or nearly all of the 1961 operating costs for the school systems of Alberta. Our best guess at the moment is that this is roughly \$3,000,000 more than what was spent last year and this falls nearly \$2,000,000 short of providing sufficient funds to meet the normal increase in school population. If our guess is right, it becomes obvious that the government's new program is designed to "hold the line".

One of the most significant features of the new "foundation program" is a schedule of approved costs which will be used to determine the disbursement of moneys in the central fund to school boards. The formula consists of six factors including instruction, transportation, operation and maintenance, instructional aids, debenture repayments, and administration. The actual mathematics of the formula and the relative weighting of each of the factors is yet to be announced, but it ought to be remembered that, important as the formula may be, it cannot do more than distribute funds on a pre-determined basis.

Much has been written and said about the implications for education to be found in the new plan and it is quite obvious that this sort of exercise is speculative to some degree. Probably much more to the point would be the most searching examination of the extent to which such a scheme will accelerate the drift towards centralization of the school system of the province in the hands of the government. While we can applaud the broadening of the tax base, the drive to full equalization, and the proposed guarantee of a basic standard of educational opportunity for all children in the schools of this province, we cannot help but feel that, with the implementation of this program, school boards may be left with only vestigial elements of what was once fiscal independence. In the long run this cannot help but accelerate a trend towards centralized control of the school systems of Alberta. In the long run it may be the death knell of local autonomy.

The big problem is how the current concern and conviction can be channeled the better to make education—

The Servant of All Our Purposes

MANY thoughtful Canadians would agree that education is indeed the servant of all our purposes. Probably never in history was there a more school- and college-minded people than Canadians are today. Over the years we have come to regard more and more institutionalized schooling as a birth-right for all the children of all the people. Year by year a higher proportion of our high school age group is to be found in high school, of our college age group in college; and our schools and universities are under constant pressures to take on new tasks, to set up new courses, to serve new purposes not served in these settings before.

These developments reflect a number of changes in our society. For one thing, they are an attempt to give meaning to a growing conviction that society cannot afford not to provide educational opportunities appropriate to the abilities of each individual citizen of tomorrow. Our concept is no longer one of education for the best children only, but rather of education for the best in each child. It becomes increasingly obvious that if in our schools we shortchange any youngsters as individuals—no matter what their potential—we thereby short-change ourselves as a nation as well.

The current general belief in the

value of education, too, reflects the explosive expansion of man's knowledge about the world in which he lives. No wonder we keep our youngsters in school so much longer. No wonder we see such highly specialized and sometimes esoteric courses offered in our graduate schools. No wonder we foster and support programs of adult education, regarding continuous education as a lifelong process. The plain fact is that there is so much more to learn and to be taught.

Canadians are so education conscious that we have made study and teaching our largest national enterprise. To-day, one Canadian in four is a full-time student or teacher, and this proportion continues to rise.

Yet our faith in education, or in education as we have it, is being challenged. Distressing events on the international scene have prodded many to a re-examination of educational beliefs and practices; for others, rising costs and tax rates at home have served as a spur; still others — though usually on the shakiest of evidence — are worried that Johnny Can't Read.

This then is the state of education today: a mixture of certainty and uncertainty. Certainty, on the one hand, that education is supremely important,

This article has been adapted from an address delivered by Dr. Flower to the Calgary City teachers' convention in February. Dr. Flower is professor of education at the Ontario College of Education. He is well-known as the former director of the CEA-Kellogg project in educational leadership.

is the servant of all our purposes; uncertainty, on the other, as to purposes and procedures and ways and means. The big problem is, how can all this interest and drive and concern and conviction be harnessed, be channeled, the better to serve us as individuals and as a nation in our revolutionary world?

This, surely, is a problem in leadership: leadership across the country, for each province, in each community where schools actually are. Positive and informed leadership is a precious commodity in any activity; in none is it more precious, nor more desperately needed, than in education.

But the bald assertion that educational leadership is important and essential does not help very much. The real questions are: what kind of leadership? leadership for what? and where is this leadership to be found? Such questions are far easier to raise than to answer. It would, however, be useful to consider a few notions which seem to be rather fundamental for us as professionals in the schools.

Leadership related to purpose

First of all, leadership must be related to purpose. There is little point in setting out until one has some approximate destination in mind. The first essential for any successful enterprise is that it have some goals, and those goals need to be reasonably well-defined and understood by the personnel of the enterprise. The prime function of educational leadership is to concentrate on clarifying and reclarifying goals, as a guide for action. Effective leadership is not simply action in the sense of get-

ting things done or seeing that they are done. In Robert Hutchins' terms, "... the minimum function . . . is ordering the means; the highest function is discovering and clarifying and holding before the institution a vision of the end."¹

It is when we begin talking of goals and purposes, expressed operationally as what schools should actually do to serve such purposes, that disagreements arise. How can we afford the time to work out complete agreement on detailed goals? We can't. The youngsters are in the schools now; we have to get on with the job. But surely we do not have to go so far as to hammer out complete agreement on detailed goals. Dr. Harold Baker has written eloquently on this point. His plea is that we press toward a kind of consensus which is not rigidity nor conformity, but rather a sufficient measure of stimulating agreement "... to permit the joint planning and accomplishment of worthwhile things."²

This suggests a concept of directional goals. In education it may be wiser to worry less about some of our differences of ultimate aims and values, and of particular approaches toward final principles, in order to concentrate more on a common sense of direction, on moving toward directional goals. In education a counsel of perfection is badly needed; we must keep working toward such a counsel of perfection. But in the meantime the schools are in session. We cannot afford to wait for agreement on some counsel of perfection. We must continually relate idea and ideal — guided by a sense of direction — to the situation in which schools and people actually are at any given moment. Somebody has said that educational leadership consists of a proper balancing of the art of the possible and the philosophy of the desirable.

1—Hutchins, R. M.; "Administrator"; *Journal of Higher Education*, November, 1946, p. 338.

2—Baker, H. S.; "Educational Leadership and Philosophical Consensus"; *Canadian Education*, XI: 4 (September, 1956), p. 72.

What criteria can be applied in defining directional goals for our schools? What should our schools be doing? In what directions should they be aiming? There is much room for disagreement here. I am convinced of one thing, however: the schools cannot do everything which an eager society or an eager group within that society may suggest. The schools are only one institution; they are far from the only agencies of education in our society. After all, a child attends school only one hour for every eight in the year. Should he not be expected to learn some things in some of those other seven hours?

Perhaps, in their eagerness to serve, educational institutions have accepted more tasks, taken on more goals, than they can hope to deal with adequately. Therefore, in considering proposed new tasks, or in reappraising old, I think educational leadership has a responsibility, not to ask "Can the schools do this well . . .", but the more pointed question, "Can the schools do this better than any other agency?" We need to work out some priorities among our goals. Highest priority should be given to those things which schools can do and which no other agency can do as well; lowest priority — and least attention, if any — should be assigned to those things which other agencies can do equally well or even better than can the schools.

Leadership—a partnership

Educational leadership necessarily involves a partnership between professional educators on the one hand, and the public served by the schools on the other.

This has been a rather uneasy partnership in recent years. We have been witnessing a severe breakdown in communication between schools and the general public. This may stem in part from the sheer size and complexity of modern school systems, in contrast to the little red schoolhouse of yesterday. In any case, too many people do not

know, or understand, what our schools are trying to do, and something of their problems in making that effort. Some think schoolmen have too often been at fault here, although others would hotly dispute the point. The latter argue that teaching is a highly complex activity, requiring specialized knowledge and skills, and more time than there is in the day. How then can we teach well, work and consult with, every interested layman too? Let the public mind its own business, and we'll mind ours.

But the public is minding its own business when it interests itself in schools. Public schools are owned and operated cooperatively by the people to provide a vital service which they want and need. So we must, whether we like it or not, take time or make time for effective communication with lay groups about the work of the schools. For when we professionals cut ourselves off from the public—the shareholders—we cut ourselves off from learning of the needs and hopes of parents and citizens for their children and their schools. Perhaps even more serious, we also cut off the citizens — the people who must be asked to foot the bills in the long run — from intelligent understanding of the purposes and needs of the schools.

The University of Chicago several years ago sponsored a careful study of public attitudes in a series of communities in the American midwest, using questionnaires and extensive interviews, to find out what people think of their schools.³ They asked people generally, not just members of home and school associations or other school-related groups. On the surface the findings were most reassuring. More than four people out of five said they were for the schools, that they thought the schools were doing a good piece of work. What worried the investigators was that even in those communities which by any ob-

3—Sweetzer, Robert E.; "What They Don't Know Can Hurt You"; *Administrator's Notebook*, November, 1953.

jective measurement must be described as having rather poor school services, four out of five people still said they thought their schools were doing a good job. Whether the schools were actually good or bad, 85 percent of the people thought they were good.

On looking deeper the investigators concluded that in a typical community a small group, perhaps 15 percent of the people, are solidly behind the schools. Their support is based upon accurate knowledge of the schools, and intelligent understanding of what they are trying to do. Another group of 10 or perhaps 15 percent are solidly opposed to the schools. It may be that they have thought through school questions and have arrived at a firm decision that something is wrong, or it may be that they have some particular axe to grind; in any case they are against the schools. But in the middle this large block of 70 percent of the people may be for the schools, but only in the way that every good fellow supports the home team, in the way that everyone is for virtue and against evil and taxes.

This is not dependable support for education. These people have little real knowledge or understanding of what the schools are doing. This powerful 70 percent are really uncommitted. Their support is nominal. They have no knowledge, no criteria, against which to judge either sensational accusations that the schools are hopelessly muddled, or wishful thinking that ours are the best possible schools in the best of possible worlds.

How are we professionals to react in the face of this situation? Myron Lieberman, in his latest book⁴, argues

- There is an imperative need for positive leadership and direction in Canadian education today.
- Leadership must address itself to brute problems of purpose and aims.
- Leadership in education is not a professional prerogative alone. Teachers' professional organizations, provincial departments of education, local education authorities, and others must not only work together themselves, but must also seek out and welcome the general public in the decision-making process.

forcefully that such a situation is inevitable but does not matter much anyway, that education is not everybody's business, that it is largely the professional's business. In fact, it is precisely too much public participation in determining school policies which, he says, is at the root of most of our difficulties. What is needed above all, he suggests, is a clear-cut delineation of parental, public, and professional authority in education.

Lieberman's solution is seductively simple: let the professionals run the schools. The only trouble is that such a suggestion does not square with the realities of our society. Whether professionals like it or not — whether it may be the ultimate course of wisdom or not — the Canadian public, the Alberta public, do regard education as their business. Take a typical example. In Ontario, there is much discussion at the moment concerning the introduction of oral French in Grade III or thereabouts. Now the teachers have a point of view; school boards have a point of view; the provincial department of education has a point of view; there probably is a right point of view. But if we are to be realistic, we know that the decision will be made, not by the professional, not by school trustees, not by the provincial department of education, but by the public. The public — you and I as citizens — collectively must ultimately decide and be responsible for the policies under which our schools operate, be it on a provincial level, a local level, or any other level.

⁴—Lieberman, Myron: *The Future of Public Education*; University of Chicago Press, 1960.

This is a hard doctrine for educational leadership, for it means that school executives are not concerned only with the management of a relatively closed school system, in the sense that a business executive can be concerned with the operation of a specific business. It means that educational leadership must be responsive to, must take into account, not just a few shareholders and limited markets, but all the people and all the publics. Of course, the authority to make a good many technical decisions in education is delegated by the public to the professionals; but, since education is a peculiarly public profession, even these technical decisions are subject to public challenge and review. This is simply a fact of Canadian life. We professionals had better accept it, not just at an easy verbal level, but as a basis for action.

What action? It follows that, if leadership in education involves a partnership between professionals and the public, a major professional responsibility is to develop and maintain free and open communication with the public. If the public is to decide, then the public must be helped to know. Each of us must make every effort, must take every opportunity, not only to discuss honestly with citizens what the schools are trying to do and how they are doing it, but also to listen, to take into account the citizen's opinions and comments. We cannot simply ask for increasing public support for some mystical process, often shrouded in abstruse jargon. Perhaps the physicians and surgeons can, or the lawyers, or even the military; but we cannot — for education is intimately and directly the concern of every citizen.

Need this narrow the role of professional leadership in education to size up clearly the public's wishes and adroitly steer a neutral course designed to offend nobody too seriously? Does this mean that leadership in education is only a kind of balance of power concept? Not at all. Our rule of thumb, in education as in other fields, seems to be: "When

in doubt, set up a committee." It is a good rule of thumb; but it ceases to be a good rule if leadership thereafter consists simply in greasing the wheels for an easy group decision. Surely we have a leadership responsibility, as a member of that committee, to ensure that the wheels not only start turning, but turning in something approaching a right direction. The role of leadership in public education is more than just co-ordination. While the professional leader must not dictate, neither may he abdicate.

But if the public is to be given authority in public education, then it must accept responsibility as well. And acting responsibly does not include making decisions on the basis of unfounded opinion. Sound public decisions can only be made on the basis of carefully sought out and appraised facts in the educational picture.

Thus part of the responsibility of the professional is to place professional insight at public disposal; part of the responsibility of the layman is to demand the facts — and be willing to pay for them. Sometimes the layman has demanded the facts, and equally often he appears to have been unwilling to pay the costs of gathering them. Education in Canada is now almost a billion-and-a-half-dollar-a-year business; yet scarcely one-tenth of one percent of that is regularly spent on research. We need so many more facts, rather than just sentiment and hunches, on which to base decisions both public and professional in education. Incidentally, a great deal of credit must be given to teachers' professional organizations in this matter of research. In recent years, teachers' organizations have left most provincial departments of education and major local school boards far behind in terms of doing something about research. Canadian teachers' organizations have not just said that research is needed: they have shown themselves willing to back statement with money to make research possible. Surely this is one of

We can't be content to bask in an improving group image.

the earmarks of a truly professional spirit.

No consideration of the importance of educational leadership can be complete without a look to the future and there appear to be at least two predictions which are of significance to the teaching profession.

The first prediction has to do with the costs of education. There can be no question but that, if education is indeed to serve all our purposes, the costs of education must soar far beyond anything we have known before. This is in no sense a revolutionary prediction; one could easily quote figures on education to back it up. Whatever Canadians say about the importance of education, measured by what we spend, we do not consider education to be nearly as important as the Russians do. They devote about 15 percent of their gross national product to education, while we devote about 4 percent. Again, no matter what we may hear about the high costs of education, Canadians do not spend as much now for schools as we did away back in 1931, or even in 1949. Expressed in terms of dollars per pupil per million dollars of gross national product, last year we spent 92c. In 1949 we spent 95c, in 1931 as much as \$1.40. But this is not the basis on which the case should rest. Poet Walt Whitman has said, "The cheapest way of conducting a school is to engage the best teachers at the best price." Bargain-basement merchandise is rarely quality merchandise; the same applies to bargain-basement education.

Of course this notion of "best teaching at best price" is a double-edged idea. It implies that anything paid to a poor teacher is too much. This is a sobering thought. We had all better be good teachers! It suggests that each of us should ask whether he is really performing as well as he should.

The second prediction has to do with the role of teachers' professional organizations. Such organizations have come a long way in a few years. The first major problems to attack were economic and protective ones. These problems were attacked with such vigor that, not only have substantial improvements resulted, but also the public image of teachers' professional organizations has come perilously close to that of narrow unionism, in the sense of primacy of economic self-interest. This image of our profession and of our professional organizations is changing — as indeed the current facts would warrant — to the extent that, over the next decade, we shall see the voice of teachers weighing heavily as a matter of right and of structure, not merely of convenience and of drive, in policy decisions at local and provincial levels in such basic matters as what shall be taught, to whom, and by whom.

Again, however, this kind of recognition for our profession as a profession carries with it a heavy burden of responsibility. At the rather impersonal level of organizations there is evidence that we are shouldering that responsibility as a profession. Witness the enlightened and forceful submissions of The Alberta Teachers' Association to your recent Royal Commission. Witness the fact that, in many provinces, it is the professional association rather than the department of education which is most vigorous in taking action to rid our numbers of grossly incompetent and unreliable persons with teaching licenses.

But none of us, if we are truly to deserve professional status, can be content merely to bask in an improving group image. Each, individually, must perform as a professional, must think as a professional, must be his own severest

(Continued on Page 46)

Evaluation of University Credits for Salary Purposes

SOME recent developments in the matter of evaluation of university credits are of great importance to the ATA membership. This article is designed to bring these developments to your attention, as well as to outline the story of the evolution of present Association policy in this area.

To the developments first. As mentioned in the January issue of the magazine, evaluation for advanced standing at the University of Alberta is now being done by a newly appointed secretary of an Evaluations Committee in the office of the registrar. All enquiries should be directed to that office, rather than to the Faculty of Education as formerly. The vise fee for this work is \$5 when documents originate from Canadian educational institutions outside Alberta, and \$10 for institutions outside Canada, when credits are submitted for purposes of securing advanced standing at the University of Alberta.

Recipients of these evaluations who wish to raise a question about them should first apply for a recheck to the secretary of the Evaluations Committee in case there has been some technical error in the evaluation. If satisfaction is not achieved, ATA members should, through the executive secretary of their Association, forward a request that the matter be appealed before the whole Evaluations Committee. The ATA Executive Council has designated its pres-

Every ATA member should know the background of this important salary administration policy.

ident and executive secretary to represent the Association. Other members to hear the appeal are the registrar of the University of Alberta and the dean and the assistant to the dean of the Faculty of Education.

The appeal will be judged in terms of the *Appendix to Salary Schedules*, a document prepared under the joint sponsorship of the University of Alberta, the Department of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association. The results of the appeal will be relayed to the appellant through the Association. The new appeal procedure is designed to provide an intensive review of the case with careful consideration of all factors.

What is the evolution of our present policy of evaluation for salary purposes? Very early in the negotiation of teachers' salary scales, trustees and teachers were able to agree that some incentive should be provided to encourage teachers to improve their professional standing. The payment of higher salaries for more university preparation and for partial credits of university standing was developed as a valid and effective salary administration principle. The positive

motivation inherent in this policy has proved sound and has stood the test of time. Hundreds of practising teachers were encouraged to attend summer sessions in order to move forward toward higher professional standing. Pro rata salary administration policy spread quickly through our collective agreements and was soon adopted by our Annual General Meeting. It now appears in our policy handbook as resolution 15.01, 1(b).

Having evolved a policy designed to give incentive to the attainment of higher professional standards, teachers and trustees soon found themselves wrestling with problems which arose in applying the policy. What was to be the basis of the evaluation for partial university credits? The educational value of some of the summer school and university courses presented by teachers for salary credit was dubious to both trustees and teachers. During this phase, teachers and boards struggled vainly with a problem of evaluation to which they did not have the answers. In the words of H. J. M. (McKim) Ross, a past president of the Association, "We were attempting to establish a professional basis for teacher education standards without having a commonly accepted core of basic qualifications from which to begin."

By this time, pressures from both inside and outside our university were at work to put teacher education in the university's hands through establishment of a Faculty of Education. The Annual General Meeting of 1924 passed a resolution urging that a faculty be established and Dr. John Barnett, ATA general secretary, led Alberta teachers in exerting a strong pressure for the creation of our own professional faculty on the campus of the University of Alberta. The project went forward against strong opposition, and finally a School of Education was established on the campus. By the late 'thirties, this evolved into a College of Education, which, in the early 'forties, became a

If evaluation of university credits for advanced standing has puzzled you, read this article. The "Appendix to Salary Schedules" mentioned here is also printed in this issue. See page 56. Copies of this document are available to ATA members on request from Barnett House.

fully fledged Faculty of Education with Dr. M. E. LaZerte as its first dean. With the help of Alberta teachers, a Faculty of Education competent to establish and guard the standards of teacher education in Alberta had been created.

Gradually more and more teachers and school boards turned to the Faculty of Education for assistance in the complex and difficult matter of evaluation for advanced standing. The importance of this work to the maintenance of standards of teacher education soon became apparent. From the few requests for evaluation, easily handled by the dean at the outset, the task mushroomed both in size and complexity. In 1959-60, the registrar of the Department of Education issued no less than 372 certificates to teachers from other Canadian provinces, 82 to teachers from Great Britain, 29 to teachers from the United States, and 28 to teachers from other countries. Along with the 176 Letters of Authority processed, this government department issued a total of 687 new licenses to teach to persons trained outside of Alberta. When one considers that all these certificates had to be evaluated for advanced standing at the University of Alberta before they could go forward, the magnitude of the task of evaluation becomes clear.

Not only did the task increase in size, but it also became much more complex with the influx of teachers trained elsewhere than in Alberta. Many problems grew up around the fact that requirements for senior matriculation in Alberta vary markedly, not only from those in other Canadian provinces, but also from

other countries as well. For example, the General Certificate of Education issued by British schools has not been acceptable for entrance into British universities, but has permitted the holder to attend British teachers' colleges where, after two years, a teaching certificate may be issued. Teachers taking this program in Britain who hold on the General Certificate of Education five courses at the ordinary level and two at the advanced level, or their equivalent, are given credit here for only 1-4/7 years of advanced standing on a B.Ed. degree. This credit is granted in Alberta even though British universities and most other Canadian universities would grant no credit for advanced standing toward a degree for this college training. Our British colleagues have been required to clear up their matriculation deficiencies in terms of Alberta standards, and to take certain Alberta courses before being given standard certification in Alberta. When the General Certificate of Education requirements outlined above have not been met, the evaluation is reduced accordingly. This has caused some difficulty for these teachers, especially as many of them have been told before emigrating to Canada that their two years of teachers' college will entitle them to salary for two years of professional education on our Alberta salary scales.

Much of the same difficulty arises with teachers coming to Alberta from the United States. The general picture of teacher education in the United States is that a degree is gained after four years of teacher education above the high school leaving certificate. Here again, there are differences in the matriculation requirements which often leave our American colleagues short of Alberta matriculation standards. Or the difficulty may lie in the differences in Alberta and United States course requirements for the degree. The Alberta bachelor of education requires roughly a two to one ratio of arts and science to education courses. Many American universities and colleges permit larger proportions of

education courses, or heavy specialization in such things as dramatics or physical education, to name only two, to count toward the degree. When American teachers place their credits for advanced standing with the University of Alberta, they are frequently disappointed in their resulting placement on the salary scale. This disappointment is often more keen in the light of what they may have been led to believe by the Alberta school boards which hired them.

Even more difficult problems of evaluation can arise with university credits from Europe or Asia. Often these require months of work, and the use of an interpreter before a proper judgment as to advanced standing at the University of Alberta can be made.

These are only a few of the complexities connected with evaluation for advanced standing at our university. In essence, our provincial university operates within the jurisdiction given it by the *British North America Act*, which assigns educational responsibility to the provinces. In matters of advanced standing at the University of Alberta, the University must therefore evaluate in its own terms credits offered from other educational institutions. The relationship of this to evaluation for salary purposes is obvious. If Alberta is to retain its own teacher education standards, teachers will have to be paid in terms of these Alberta standards as long as teacher education is a factor in the salary scales in our collective agreements. The University of Alberta must be the stable base upon which standards are set, and it cannot avoid the responsibility for maintaining these through evaluation for advanced standing.

Teachers who choose to teach in this province cannot avoid acceptance of the jurisdiction of our provincial university. Aside from the constitutional necessities for university evaluation, most of the Alberta teaching force now consists of teachers who have taken their teacher education in Alberta (about 80 percent according to our data). The University

(Continued on Page 54)

Beginning a series of regular reports to the membership on curriculum matters, as prepared by the ATA Curriculum Committee.

From the Curriculum Front

For many teachers the organization and workings of provincial curriculum committees are matters of speculation. Probably most teachers are aware that there are Department of Education curriculum committees and that the Association has a standing curriculum committee. More recently, teachers have learned of the establishment of an ATA Accreditation Committee and a cluster of specialist councils. The work of all of these groups is interrelated and in some cases overlapping, and in all cases is or can be of major significance to the development of education in Alberta.

The ATA Curriculum Committee is of more immediate concern to the Association because it is advisory to the Executive Council in all matters relating to curriculum. Consequently, this committee is concerned with the work of the departmental curriculum committees, the ATA Accreditation Commit-

tee and specialist councils. To ensure liaison, the ATA Curriculum Committee includes among its membership those Association representatives who sit on departmental curriculum committees and on the ATA Accreditation Committee, and it has been suggested that representatives of specialist councils of the Association be added as they become operative.

Because of the growing interest and involvement of teachers in curriculum matters, the ATA Curriculum Committee will report from time to time through the columns of the magazine on meetings and developments. In this first report, the committee presents summaries of proceedings from meetings of Department of Education curriculum committees. These summaries have been prepared from reports of ATA representatives on the various departmental committees.

General Curriculum Committee

ATA representatives on this committee are R. M. Dobson, T. H. Murray, T. F. Rieger, and Dr. S. C. T. Clarke.

Items discussed at the November 25, 1960 meeting included the following.

- Care of mentally and physically handicapped children.

At the request of the Minister of Education, the committee has been considering whether it would be advisable to work towards a policy of integrating severely mentally retarded children and physically handicapped children into the

school systems where the children live. Members of the committee discussed such problems as the question of whether the education of such children ought to be a local or a Department of Education responsibility; whether such schools should be set up locally or in special centres; how to meet the need for specially trained teachers; how the custodial function can be distinguished from the educational function in such schools. It was noted that a residential school for physically handicapped children is being

planned by the government for location in Edmonton. It is proposed that this school offer instruction from Grades I through XII. One of the problems under consideration is that of balancing the therapeutic and educational functions of the institution.

■ Decision of the High School Curriculum Committee to reinstate a three-year sequence of French in the high schools of the province.

Members noted that this decision ought to be considered in light of the thinking of some that French ought to be introduced in the schools as early as Grade III or Grade IV. Others observed that consideration ought to be given to the integration of junior and senior high school courses.

■ The committee learned that the Department of Education is considering the introduction of more non-examination courses at the Grade XII level for those students who do not intend to go on to university.

■ Report of the Elementary Curriculum Committee.

Discussion relative to the teaching of reading showed that some members were concerned about the teaching methods used in elementary grades. Others noted that no single method of teaching reading could secure optimum results when applied to pupils of widely different ability.

■ Educational television.

R. A. Morton, supervisor of radio broadcasts, reported on the National Advisory Series, the Local Science Series, the Television Advisory Committee, the Alberta Conference on Television and Education, and the Western Regional Television Series. A three-part project is

scheduled to be carried on until the spring of 1962 to seek some answers to the problems associated with educational television.

R. Warren, superintendent of Calgary Public Schools, informed the committee that an experiment in teaching of oral French is being planned in about 20 Grade IV classrooms in Calgary.

Dr. W. H. Swift, deputy minister of education, and chairman of the National Advisory Council on School Broadcasts and Television, reported that the Canadian Broadcasting Corporation had done some experimental work in educational broadcasting and that members of the CBC were now reviewing the position of the CBC in the field of educational television on a national basis. He noted that a National Conference on School Television is to be held in May to study developments in educational television.

■ Curriculum Newsletter Number 15 on Science Teaching will be published early this year.

■ Technical education.

R. E. Byron, director of vocational education, reported on the establishment of an Edmonton technical school, which will be a multi-purpose institution similar to the Provincial Institute of Technology and Art in Calgary. He noted that the principal has been appointed and that courses to be offered are being considered. Present plans call for three main functions to be met by the school: training of apprentices, presentation of a diversified occupational program, and the offering of skilled technical programs. The apprenticeship wing of the new school should be ready by the fall of 1962 and the remainder by the end of March, 1963.

Elementary Curriculum Committee

ATA representatives on this committee are Mrs. Inez Castleton, Miss Maisie Wheatley, and E. McKenzie.

This committee normally meets twice yearly to receive reports from subcommittees, to authorize and establish new

subcommittees, and to exercise continuous study of the elementary school program.

Matters discussed during the November, 1960 meeting included the following.

■ The work of the Arithmetic Subcommittee.

This group has been examining and evaluating an experimental series of arithmetic textbooks. Present indications are that the subcommittee is inclined to favor multiple authorization with one textbook series reflecting the modern approach; a second, the more traditional approach; and third, a middle course. The committee is of the view that, if a school system plans to use a series which stresses the modern approach, it should do so only if it is prepared to introduce an extensive inservice program for teachers who will be using this new approach to the teaching of arithmetic.

■ Interprovincial Committee on Arithmetic.

Representatives from Alberta and British Columbia met in Vancouver last June to discuss the teaching of mathematics. Members of the Elementary Curriculum Committee urged that Saskatchewan and Manitoba be invited to join this group.

■ Elementary science program.

An evaluation of this program is to be undertaken this year with selected schools in cities, divisions, and counties participating. Part of the study will be done by means of a questionnaire. The second stage will be that of retesting the same groups which received the science tests in 1958.

■ Differentiation of instruction.

The committee has devoted considerable time over the past two years to the

examination of programs designed to provide for differentiation of instruction. Calgary has had a "streaming" system operating in its elementary schools since 1954. Study of the results indicates that the system is achieving the objectives which were expected. Edmonton's recently developed "modified grade plan" has been introduced in selected elementary schools and it is expected that it will be extended to other elementary schools in the system.

■ Enterprise program.

A subcommittee has this program under study and will report at a future date.

■ Course of studies.

A course of studies will be provided for the elementary school which will outline the minimum requirements for each subject area. Suggestions regarding methods will not be included in the course of studies but will be included in departmental bulletins. This revision follows recommendations 15 to 18 of the *Report of the Royal Commission on Education in Alberta*.

■ Reading handbook

A subcommittee on reading is preparing a reading handbook to be available to classroom teachers, school administrators and the Faculty of Education.

■ Music program.

A subcommittee has under advisement a curriculum guide for the new music program.

■ French in elementary schools.

Calgary and Edmonton are conducting extensive experiments in teaching French in the elementary grades. Further reports will be available when the results have been studied.

Junior High School Curriculum Committee

ATA representatives on this committee are A. M. Arbeau, L. J. McKenzie, and R. P. Plaxton.

Items considered during the November, 1960 meeting included the following.

■ Recommendations 17 and 18 of the *Report of the Royal Commission on Education in Alberta*.

A course of studies will be prepared to provide the basic content and objectives

for each of the subjects. Subcommittees have been assigned responsibilities in connection with this work.

■ Science.

The Science Subcommittee is compiling a curriculum guide for Grades VII, VIII and IX which will combine all material in one publication. This will be ready for distribution by September of 1962.

■ Home Economics.

The subcommittee has developed an interim program for home economics which can be used in systems where home economics is taught for one, two, or three full years.

■ The committee also discussed developmental reading, French, and the length of the school day, and received reports from subcommittees on social studies-language, health, and mathematics.

High School Curriculum Committee

ATA representatives on the High School Curriculum Committee are Miss Elizabeth W. Duff and A. E. Henderson. They note that the Department of Education welcomes wide dissemination of information about discussions and decisions of the various groups working on curriculum matters at the senior high school level providing that such information is used for professional purposes.

The work of this committee has been affected considerably by the anticipation of greater local autonomy in curriculum matters if a system of accreditation develops.

Items of information and matters discussed by the committee at the last meeting included the following.

■ Non-examination subjects in Grade XII.

There is a growing demand for more non-examination subjects in Grade XII. There is also interest in providing certain non-departmental subjects in lieu of departmental requirements because they give a better background in certain programs. Examples of such subjects are Accounting 30 and Electricity 30.

■ English 30.

The 1961 departmental examination in this course will consist of a general examination of three hours which will count for two-thirds of the marks and an essay examination of two hours which will count for one-third.

■ Corin-Perrin-Buxton Handbook.

Use of this handbook is permissive in Grade X.

■ Social Studies.

There is a trend towards increasing the Afro-Asian content in Social Studies 30 and towards decreasing the emphasis on local government.

The new text for Social Studies 20 will not be available until 1962.

Geography 20 is being tried as an experimental course in some schools on the basis of a three credit weighting.

Economics 30, with a four or five credit weighting is being tried in some schools using a new Canadian text as a reference.

■ Biology.

Biology 30, a five-credit course, replacing Biology 32, will have a prerequisite of B standing in either the new course Biology 20 or Science 20. The stress in both new courses will be on principles and functions with a decrease in overlapping.

■ Languages.

Three years of sequential French have now been approved as French 10, 20 and 30. French 31 will be retained.

The decision on a three-year pattern for German and Latin has been deferred until the effect of the changes in the French program can be appraised.

■ Mathematics.

The committee agreed that the introduction of modern mathematics would be most beneficial at the junior high school level.

■ Health and Personal Development.

Health and Personal Development 10 will become an elective in the school year 1961-62.

High School and University Matriculation Examinations Board

ATA representatives on this board are Dr. H. F. McCall and I. B. Mallett.

At the October meeting of the board the following decisions were made.

■ A compilation and analysis will be made of the reports on the common errors made in Grade XII examinations to discover whether these reports may have helped in the elimination of some types of errors.

■ Commencing in June, 1962, a regular departmental examination will be provided for Mathematics 31.

■ Departmental examinations in English 30 will be changed, effective June, 1961,

from two three-hour examinations to one three-hour general examination and one two-hour examination devoted to the writing of an essay.

■ During the meeting supplemental examinations were considered with the view being expressed that students who had to write examinations in Grade XII subjects several times before obtaining credit were almost certain to fail at university. It was suggested that such students be warned that they may be refused admission to the university although they may eventually achieve matriculation standing.

High School Entrance Examinations Board

ATA representatives on this board are A. N. Carscallen and M. A. Kostek. The principal function of this board is to arrange for the preparation of Grade IX examinations. A related responsibility is to keep under constant review the grading of examination papers. Matters such as the following were considered at the September meeting.

■ The advisability of increasing the percentage of students with a grading of lower than B—a decision was deferred until more information is available.

■ The advisability of introducing a "quality control" testing program—one

benefit of such a plan would be that a proper basis for comparisons between results of successive years could be provided; establishment of such a plan and extension of examination research now being conducted are dependent on adequate finance and staff.

■ Changes in the Grade IX Science examination—this year a trend towards more questions on generalizations and on experiments will be commenced.

■ Grade IX Social Studies—streamlining of procedure will permit more up-to-date questions on current events.

ATA Curriculum Committee

A. M. Arbeau, Edmonton
E. W. Buxton, Edmonton
A. N. Carscallen, Calgary
Inez K. Castleton, Calgary
R. M. Dobson, Calgary
Elizabeth W. Duff, Calgary
A. B. Evenson, Edmonton
D. P. Green, Edmonton
A. E. Henderson, Edmonton
M. A. Kostek, Edmonton
I. B. Mallett, Edmonton
Horace F. McCall, Seba Beach

Edwin McKenzie, Medicine Hat
L. J. McKenzie, Lethbridge
C. Merta, Red Deer
T. H. Murray, Red Deer
R. P. Plaxton, Calgary
T. F. Rieger (Chairman), Picture Butte
M. L. Watts, Edmonton
Maisie Wheatley, Edmonton
Dr. S. C. T. Clarke
E. J. Ingram

Inaugural Conferences— Specialist Councils

Guidance Council

The eighth annual conference of the Alberta Guidance Association (which has recently become one of the specialist councils of the Association, to be known as the Guidance Council of The Alberta Teachers' Association), will be held at the Red Deer Composite High School, Red Deer, on Thursday and Friday, April 6 and 7. Registration will be from 1 to 1:30 p.m. on Thursday. Anyone who has a special interest in the study and application of ways and means to assist students to realize maximum benefits from their school experience is eligible to attend.

Arrangements are being made to have for the first time a visiting guest speaker. Dr. Franklin Zeran, dean of the School of Education, Oregon State College, and formerly an adviser in school counselling services for the United States Office of Education, has accepted the invitation to address the conference.

Notices of the conference, including details as to accommodation and program, will be mailed directly to school counsellors. Teachers wishing further information are asked to write to Metro Gushaty, the secretary-treasurer of the Guidance Council, in care of William Aberhart High School, Calgary.

English Council

Pending approval of the Executive Council, the English Council will meet in the Edmonton Jubilee Auditorium on April 6 and 7. Dr. Harold Allen, president of the National Council, Teachers of English, University of Minnesota has been invited as keynote speaker and con-

sultant. Over 70 Alberta English teachers are planning to attend the conference which will feature a program of interest to teachers at all grade levels. Active and enthusiastic support has been forthcoming from officials of the Department of Education and the various faculties at the University of Alberta.

Among the items of interest will be a panel of school superintendents who will discuss what they expect in English instruction at the various grade levels, a discussion on "Grading of Themes at the Junior High School Level" led by Merron Chorny of the Faculty of Education, University of Alberta at Calgary, and a demonstration by Mrs. C. M. Johnson of Alliance on "Creative Writing in the Elementary School". A banquet is proposed for the evening of April 6 at the Derrick Club, Edmonton, featuring an interesting guest speaker in the field of English.

As soon as plans are finalized by the provisional executive, all members of the English Council will be sent complete details of the program. Late applications for membership are still being received.

Social Studies Council

The inaugural conference of the Social Studies Council will be held in the Crestwood School, 9735 - 144 Street, Edmonton, on April 6 and 7. Teachers who wish to attend this conference are asked to complete the registration form supplied here and return it prior to March 24.

A letter containing information about the inaugural conference and an application form have been sent to all those who returned the membership applica-

tion which appeared in the November, 1960 of *The ATA Magazine*. However, any certificated teacher in Alberta or any member of the University of Alberta who has a special interest in the field of social education is invited to apply to attend the inaugural conference. All delegates must be prepared to pay their own personal expenses.

The conference is scheduled to begin at 9:30 a.m. on April 6 with registration. A business meeting, to consider a constitution, membership fees, and the report of the nominating committee, will follow.

Members will also discuss future activities of the council. Thursday afternoon will feature an address by M. R. Lupul, assistant professor of secondary education, University of Alberta, entitled "Controversial Issues in Social Education". Friday morning's program will include a demonstration lesson by Miss Agnes Buckles, and an address by Miss Evelyn R. Moore, assistant professor of elementary education, University of Alberta, entitled "Comparative Social Education". The election of the board of directors will complete the program.

Social Studies Council

Registration—Inaugural Conference

I plan to attend the inaugural conference of the Social Studies Council of The Alberta Teachers' Association to be held in the Crestwood School, 9735 - 144 Street, Edmonton on April 6 and 7, 1961.

Name

Address

School District
Division

☐ Senior High School

☐ Junior High School

☐ Elementary School

☐ Department of Education

☐ University of Alberta

Please mail before March 24, 1961 to—

Social Studies Council
The Alberta Teachers' Association
Barnett House, 9929 - 103 Street
Edmonton, Alberta

Local Secretaries Confer

"You are key people in Association administrative structure," ATA President A. D. G. Yates told a group of 37 secretaries of local associations meeting in the Masonic Temple, Edmonton, on February 18. "Not only do you carry a real responsibility in your local, but also you serve as a very important liaison between the provincial and local levels of our organization."

The occasion was the biennial meeting of local secretaries called to bring these local executive members up to date on some of the pressing administrative problems which beset the Association. President Yates, with Dr. S. C. T. Clarke, W. R. Eyres, and E. J. Ingram of head office, discussed a wide variety of topics with the group. The administration of the local, including reports to head office, banking

procedures, and general administration were dealt with by Mr. Eyres. The liaison devices of regional conferences, area briefing schools, and the Banff conference were discussed fully. Concern was expressed about the future of fall conventions. Programming and teacher attendance were critically examined. It was agreed that school board members should be invited to conventions. Regional conferences were cited as an effective communications procedure, and the local secretaries agreed that a large representation of the local at these conferences was important.

The possibility of the establishment of regional specialist councils under the provincial specialist group also came under discussion. The relationship between the local and the regional specialist coun-

Seated are (left to right): Jean Robson, Killam; Joan Bunker, Red Deer; Mickalene Kowalski, Sturgeon; Elva Potter, Edmonton Suburban; Ethel Fildes, Spirit River. Standing (left to right) are: Mary McAlpine, Edmonton Separate; Eileen Uganetz, Mount Rundle; Isabel Sharp, Medicine Hat; Annie Dixon, Grande Prairie; Pat Reid, Calgary City; Marion MacKay, Vulcan.



They talked of many things—

Shown here are: (on the left) Jack Layton, Three Hills; Don Baldwin, Lethbridge District; Wayne Stauffer, Olds; Curtis Eicher, Wetaskiwin; Leo Dawson, Clover Bar; (on the right) Peter Huculak, Lamont; Nick Kowalchuk, Stony Plain.



Shown above in serious discussion with the local secretaries are President A. D. G. Yates and Executive Secretary S. C. T. Clarke.

cil was examined, and it was agreed that specialist councils would necessarily follow the proper ATA channels in matters of convention programming, curriculum resolutions, and educational programs.

Some time was spent in discussing the matter of evaluation of years of teacher education for salary purposes. "The University of Alberta is the body most competent to do this work," Dr. Clarke stated. "If evaluation is done at the local level, there would likely develop different standards in different parts of the province." Dr. Clarke pointed out that about 80 percent of the teaching force has been trained in Alberta, and stated that this majority is being treated unfairly if a teacher trained elsewhere is paid beyond the advanced standing he is entitled to, while the individual suffers if he is paid below this figure. "The university is the stable rock upon which evaluations must rest," he concluded.

The local secretaries expressed concern over the attitudes of the press towards teachers and education in general. It was agreed that the most effective way of presenting the teachers' point of view in the press is for teachers themselves to see that reports of their activities and projects are provided to the local editor.

The matter of printed communications media between the provincial and local levels was discussed. Most secretaries expressed satisfaction with the present newsletters and bulletins. It was agreed that local associations should establish a newsletter of their own to keep the membership informed of the latest policies, activities, and problems of the local.

The meeting adjourned with the general feeling that much important ground had been covered. The secretaries will be called in again in 1963 for a similar review of ATA administration.

We gave a thousand teachers a chance to tell us what they thought about *The ATA Magazine* and the results have been compiled in—

The ATA Magazine

CERTAINLY one of the most entertaining and interesting of investigations—although a bit risky!—is that of finding out what people think about you. The magazine readership survey undertaken early last summer was intended for just that purpose—to discover what readers like and do not like about *The ATA Magazine*, and, additionally, to assist the editorial staff to plan future issues that will appeal and be of benefit to teachers.

Unsolicited comments from readers are always welcomed, but a formal survey conducted by means of a questionnaire to be detached from the magazine is of doubtful value, since research experience shows that the majority of respondents to such a survey are persons who are more than usually satisfied—or dissatisfied—with the publication. And so the questionnaire was sent to a random sampling of our membership. Specifically, every eleventh name on our teacher mailing list was selected to receive a questionnaire. The return, 715 questionnaires, or 72.8 percent, was particularly gratifying and, from a statistical point of view, very good.

A check of the respondents according to various classifications showed the close relationship of the sampling to the known composition of our teaching force. For example, about eight out of ten were classroom teachers; the other two were principals, vice-principals, or "others". Respondents were almost equally divided among the four divisions in a classification according to grade taught. In a classification according to years of training, just over four out of ten had one year's training and three out of ten were graduate teachers. Classified according

to experience, one teacher out of ten was at the beginning of his teaching career, three had between 8 and 14 years' experience, and two had 20 or more years' experience.

Here are some of the interesting facts the survey revealed. The most often read regular feature was "Our Readers Write", followed closely by the "Official Bulletin" and "Editorial". The "Editorial" came first, while the "Official Bulletin" and "Our Readers Write" tied for second and "The Secretary Reports" took the next place, when these regular features were rated by the respondents as "very good", "good", "fair", or "poor".

On the question of different kinds of articles, there was overwhelming preference for those dealing with professional methods. Least popular were those dealing with Association activities, although, on the whole, all kinds were well liked.

In one section of the questionnaire respondents were asked to indicate the extent of their reading, and their rating of the features in the February, 1960 issue of *The ATA Magazine*. The most well read article, according to the replies, was "Are Your Staff Meetings Dull?", by H. L. Larson, while top place in rating was taken by "How to Deal with Left-Handedness" by Dr. Frank N. Freeman.

In summarizing the returns, an attempt was made to discover "who" read the various items. The widest appeal, quite naturally, was made by "Our Readers Write". The tabulations showed that it was read by both experienced and inexperienced teachers; that teachers in the lower grades read it slightly more often than secondary school teachers; and that teachers most active in ATA

e Readership Survey

affairs (so classified according to their responses to questions regarding their involvement in Association matters) read it more often than those who are inactive in the Association. The general conclusions can be drawn that the teachers in administrative positions, the most well trained teachers, the most highly experienced teachers, secondary school teachers, and teachers active in ATA affairs tend to read the regular features more often than other classifications of teachers.

In analyzing the popularity of professional methods articles, it was interesting to find that there was a tendency for elementary teachers to read them more often than secondary teachers, and for teachers with from 8 to 14 years' experience to be the most frequent readers.

The questionnaire suggested five possible functions of the magazine and asked respondents to rate the importance of these. Composite scores were very close, but the function "improve the professional standards and competence of teachers" came out on top followed by "provide teaching hints, suggested methods, and other direct help".

Ratings on the format of the magazine showed that most readers were generally satisfied with the size, color cover, size of type, and use of photographs. Very few comments were made in this section of the questionnaire and there was no significant item or noticeable trend in the remarks of those who did comment.

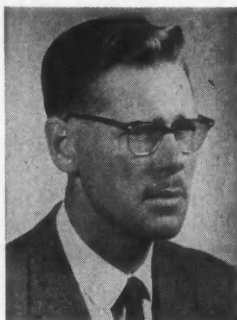
Some specific suggestions were made, however, for additions and deletions. The most common was for more "how to do it" and "how to handle it" articles, especially for such items written by Alberta teachers. Others suggested that more

humor be introduced by cartoons, anecdotes and light articles. Twenty persons suggested articles comparing education in Alberta with that in other provinces and countries, and 13 respondents suggested a "beef and bouquet" column. Thirty-three persons suggested that the regular feature "News from our Locals" be deleted, but this request came, perhaps surprisingly, not from the one in five respondents who do not attend ATA meetings but rather from those in executive positions in locals!

On the whole, teachers seemed very satisfied with *The ATA Magazine*, four out of ten rating it as "very good" and another five rating it as "good". Only three differences between groups were statistically significant: principals rated it higher than classroom teachers; teachers with two years' training rated it higher than other undergraduate teachers, and teachers who do not actively participate in ATA affairs rated it lower than active ATA workers.

Of course, we liked the comments of 95 respondents that the magazine is interesting and has a good variety of articles. Another 73 said that it keeps the membership informed on new educational and Association matters. Forty-six stated that lack of time prevents them from reading the magazine as it should be read! And then there were the eight who said that the magazine is "too dry and professional"!

We were pleased with the survey's general confirmation of our own prejudiced opinion about the magazine's merits, but we know that constant efforts at improvement are the price of keeping it on the top of your pile of reading material!



Salary Levels

THE PRESIDENT'S COLUMN

Head office has recently reviewed the results of a study done by the CTF Research Division titled, *Trends in the Economic Status of Teachers, 1926-1959*. This is the latest in a long series of studies conducted by the Canadian Teachers' Federation, and it is a valuable piece of research in the field of teacher economics. In an area in which so little reliable evidence is available this study is most significant and both the CTF and its research director, Dr. Floyd Robinson, are to be commended for their efforts.

Too often our critics tend to generalize about the salary levels achieved by teachers during the last few years, because it is common knowledge that teachers' salaries have been increasing steadily for a number of years. Lately, there has developed a clamor that the pattern of increases won by teachers has resulted in exorbitantly high salaries. Dr. Robinson's study provides the cold, hard facts which show that such assumptions are erroneous. He compares increases in teachers' salaries with those of all wage and salary earners in the Canadian economy and by careful documentation makes it clear that the increases in teachers' salaries are modest by comparison with those achieved by the total labor group.

When we look at the general economic

picture we are conscious of talk that 1960 was a year of recession and that economic forecasts for 1961 are gloomy. In contradiction to these views, it is interesting to read in the *Review of Business Conditions, Alberta, 1960*, a publication prepared by the Alberta Bureau of Statistics, Department of Industry and Development: "As the year ends, it has become apparent that the 'recession of 1960' was more in men's minds than in their accounting records". And as for 1961, in the "Industrial Review and Forecast" published by *The Albertan*, the premier, while not being overly optimistic, says: "Prospects for 1961 appear to be very favorable as far as Alberta is concerned" and again, "We go into the new year in a spirit of quiet confidence."

Our Association has recently undertaken a survey of the Alberta teaching force employed in classrooms of this province during the current school year. The purpose of this study is to compare the nature of the present teaching force with that of the teaching force studied by S. A. Lindstedt in 1958 for the Royal Commission on Education in Alberta. Although our study has not been completed it is far enough advanced to be able to say that the quantitative and qualitative shortage of teachers is far from being resolved. Despite the encouraging enrolment figures in the Fac-

DEPARTMENT OF EDUCATION



Official Bulletin

No. 207

Teaching Service Abroad

The Department of Education has further requests from the Department of External Affairs for teachers to take teaching posts in various Commonwealth countries. On request, the Department will supply such detailed information as it has relative to the following positions, or a letter of inquiry may be addressed directly to External Aid Office, 376 Wellington Street, Ottawa 4, Ontario.

■ Sarawak — Two "group headmasters" to assist in the development and improvement of rural schools.

■ Kenya — A "teacher trainer" of English as a second language in Kagumo College.

■ Singapore — Three "teacher trainers" of science at Singapore Teacher Training College.

■ Nigeria — Seven "teachers of science subjects" in secondary or post secondary schools.

There will be posts available also in Ghana, Tanganyika, Sierra Leone and North Borneo.

Summer Session Bursaries

The Department of Education will again offer Summer Session \$100 Bursaries to certificated teachers who wish, through the improvement of academic and professional qualifications, to be-

come eligible to teach high school subjects or to improve their competence to do so.

Students eligible for assistance shall be teachers not in possession of a university degree who hold at least a Standard S Certificate, based on a minimum of two years of professional training, or who can in one summer session of work qualify for a Standard S teaching certificate.

Applicants must be recommended by a superintendent of schools or a high school inspector. Students awarded the bursary must fulfil an undertaking to teach one or more subjects in a senior high school for one year in the Province of Alberta immediately following the completion of the Summer Session.

Teachers who are interested should immediately confer with the superintendent of the division or county, or the high school inspector concerned.

For guidance and advice regarding university courses and degree programs, teachers should write to: The Dean, Faculty of Education, University of Alberta, Edmonton.

Information regarding Summer Session Bursaries may be obtained by writing to: The Chairman, Students Assistance Board, Department of Education, Administration Building, Edmonton.

ulty of Education, it is evident that there is still a long way to go before we attract into the teaching profession sufficient numbers of career teachers to stabilize the teaching force of Alberta.

It is my candid opinion that the facts give the lie to statements that teachers' salaries are high enough. Teachers cannot rest on the assumption that the battle to win professional parity is over.

OUR LIBRARY

Book Reviews

On Their Own in Reading

Gray, W. S.; W. J. Gage Limited, Box 550, Scarborough, Ontario; pp. 242, \$3.25.

W. Cabell Greet, who wrote the foreword to this book, says, "... that by an intelligent use of an English dictionary—a use exceedingly well presented in a new chapter for this edition—older children acquire a ready tool to ascertain, on their own and for as long as they live, the meaning and use of the English language. This may be the most important skill that can be taught in school ... for it gives each individual ready access to ... all that part of life that resides in written words."

Chapters one and two deal with the four main components in the interpretation of printed matter and four major aids to word perception.

In the four subsequent chapters the author deals with the three stages of progress in phonetic and structural word analysis—by developing skills and understandings that enable pupils to attack words on their own. Kinesthetic response is stressed since, through tapping out the unstressed syllables lightly and the accented syllables harder, the child develops the awareness of the importance of the accent. As the children gain power over one syllable words, they are ready for analysis of two or more syllable words, thus, well on their way to being "on their own in reading".

Dr. Gray places a timely emphasis on the necessity for building dictionary readiness in the second and third grades, in the first part of chapter seven. The latter part of the chapter is devoted to the developing of ability to use the dictionary.

Throughout the book valuable and countless model exercises are suggested. These are designed to strengthen the

understanding of root words, to identify accent patterns, to determine pronunciation of unfamiliar words, to develop dictionary readiness, and to develop skill in locating entry words and to derive word meanings.

Several copies of *On Their Own in Reading* should be part of every school's professional library so that frequent reference could be made to it by teachers of Grade II classes and up.

—F. J. S. et al

Land of Promise

Field, John L. and Dennis, Lloyd A.; The House of Grant (Canada) Ltd., Toronto 16, Ontario; pp. 375.

Land of Promise is Book 1 of a two-volume series on Canadian history. It is the story of Canada to about 1800. Its sequel is entitled *From Sea to Sea*.

Teachers and students are constantly seeking more and better books on all subjects. Here is a sincere effort to present to the reader factually and interestingly the history of our nation. With the aid of 200 functional illustrations including 37 maps, we have a text that will arouse the interest of many. It has been approved by the Ontario Department of Education for Grade VII.

This text is well bound with a washable cover.

—A. B. M. H.

The Story of Canada

Totton, S. J.; McClelland & Stewart Ltd., Toronto 16, Ontario; pp. 64.

The Story of Canada covers a period of about a thousand years. Packed into these pages is the story of Indian rivalries, explorations and discoveries, the struggle between the French and English, Confederation, and the general development of the nation from Confederation through the world wars and the depression of the thirties. In conclusion, the author describes post-war economic development and cultural changes. Each page has at least one colored illustration.

This book is written for students in about Grades V to VII. It is not designed as a reference containing detailed material; rather it serves as an interesting story of the development of our country.

—A. B. M. H.

New Acquisitions for the ATA Library

The Rand-McNally Handbook of Map and Globe Usage

Harris, Ruby M; Rand-McNally & Company, New York; pp. 390.

School-Community Relations

Yeager, William A.; The Dryden Press, New York; pp. 464.

Fundamentals of Curriculum Development

Smith, B. Othanel, Stanley, William O. and Shores, J. Harlan; World Book Company, New York, pp. 685.

How to Tell the School Story

Kindred, Leslie W. and Associates; Prentice-Hall, Inc., Englewood Cliffs, New Jersey; pp. 500.

The Legal Status of the Canadian Public School Pupil

Bargen, P. F.; The Macmillan Company of Canada Limited, Toronto 2, Ontario; pp. 172.

ATA Professional Study Program

ATA Scholarships

Eleven \$500 scholarships are offered each year: three to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education; four to students in the Faculty of Education who are proceeding from their third to the fourth year; and four to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year by intramural study.

Apply to the executive secretary by May 15.

ATA Fellowship

This fellowship, valued at \$2,400, is open to residents of Alberta who are members of the Association and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in any one of the four divisions of the Faculty of Education.

Apply to the executive secretary by March 15.

Professional Assistance

Loans to a maximum of \$800 are provided to teachers in need of financial assistance to enable them to continue their professional education, through intramural study during a regular winter session, at the University of Alberta or at any other university whose standards are recognized by the University of Alberta. Loans, which are interest free, must be repaid within two years following the year in which they are issued. A minimum of \$200 must be paid during the first year.

Applicants for professional assistance must hold a permanent Alberta teaching certificate and be entitled to admission to the second year (at least) of the bachelor of education program.

Applications are considered during May and September. Those to be considered in May must be received by May 15; those to be considered in September, by August 31. Applications should be addressed to the executive secretary. Priority will be given to applications received before May 15.

The next several pages contain information regarding the business of the 1961 Annual General Meeting which will be held in Edmonton. The city's growing skyline is seen in this aerial photo.

April 3, 4 and 5

Annual General Meeting

A Welcome from the Mayor

I am pleased on behalf of the City Council and the citizens of Edmonton, to extend a warm welcome to members of The Alberta Teachers' Association attending your Annual General Meeting in our city on April 3, 4 and 5.

Urban communities, especially metropolitan areas, have been faced with serious financial problems during the past decade in providing the facilities for an unusual increase in school population, especially in the elementary grades. These problems will be compounded in the sixties when the largest increase in enrolment will be in the high schools.

These are matters in which the members of your organization must have the deepest concern. On behalf of our citizens, I, therefore, express the hope that out of your deliberations may come fruitful ideas or proposals that will be helpful in the administration of our schools, as well as beneficial to your important profession.



A handwritten signature in dark ink, appearing to read "John Diefenderfer".

Mayor





—Alberta Government Photograph

Order of Business

Monday, April 3

First Session

- 9:00 Registration
- 10:00 Order
O Canada
Address of Welcome
Minutes of 1960 Annual General Meeting
Appointment of AGM Committees
Finance—Scrutineers—
Resolutions
Hearing of Fraternal Delegates
Reports
Resolutions
- 12:00 Adjourn

Second Session

- 1:30 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- 4:30 Adjourn

Third Session

- 7:30 Financial Report (Closed Session)

Tuesday, April 4

Fourth Session

- 9:30 Resolutions
Report of Board of Administrators,
Teachers' Retirement Fund
- 10:25 Recess
- 10:30 Resolutions
- 12:00 Adjourn

Fifth Session

- 2:00 Resolutions
- 3:15 Recess
- 3:20 Resolutions
- 4:00 Adjourn

Wednesday, April 5

Sixth Session

- 9:30 Report of ATA Curriculum
Committee
Resolutions
- 10:55 Recess
- 11:00 Resolutions
- 12:00 Adjourn

(Continued on Page 44)

Executive Council Elections, 1961

The following is a list of nominations of candidates for election to the Executive Council for terms commencing Easter, 1961.

In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Candidate	Nominated by
*President	John Alexander McDonald Medicine Hat	Medicine Hat City, Stony Plain and Three Hills.
*Vice-President	Hugh Charles McCall Stony Plain	Athabasca, Barrhead, Calgary City, Camrose, Castor, Clover Bar, Edson, Fairview, Forty Mile, Holden, Lac Ste. Anne, Leduc, Medicine Hat City, Neu- tral Hills, Spirit River, Stony Plain, Two Hills, Westlock, and Wetaskiwin.

District Representatives

*Southwestern	Thomas Frederick Rieger Picture Butte	Lethbridge District and Taber.
*Calgary City	Elizabeth Watson Darling Hope Duff Calgary	Calgary City.
Central Eastern	Alexander Deleff Consort	Neutral Hills.
	Herman W. Heidecker Castor	Castor.
	Malcolm Whitney McDonnell Camrose	Camrose and Holden.
*Edmonton District	William Moysa Calmar	Barrhead, Edson, Lac Ste. Anne, Leduc, Stony Plain, and Wetas- kiwin.
*Northeastern	Frank Shymko Myrnam	Two Hills.

*Elected by acclamation

Candidates Elected by Acclamation

For President

Mr. McDonald is presently completing a one-year term as vice-president of the Association. During 1959-60 he was district representative for South-eastern Alberta. He is a member of the Association's Discipline and Finance Committees and is chairman of the Resolutions Committee.

His ATA experience includes terms as president and secretary of locals and sublocals and as councillor. His other administrative experience covers many fields. He has held executive posts in the Lions Club, Masonic Lodge, local United Nations organization, and municipal hospital board of directors. Mr. McDonald holds his B.Sc. degree from the University of Alberta and has had almost 30 years' teaching experience. He is presently on the staff of Medicine Hat High School.



J. A. McDONALD

For Vice-President

Mr. McCall has completed three years' service on the Executive Council as district representative for Edmonton District. He is a member of the Association's Resolutions Committee and chairman of the ATA Pension Committee and the Pensions Grievance Committee.

Mr. McCall received his education in Alberta, graduating from the University of Alberta in 1939 with B.Sc. and B.Ed. degrees. His teaching service, which was interrupted by four years in the Royal Canadian Air Force, includes periods in the Red Deer Valley and Leduc School Divisions and, since 1956, in the Stony Plain School Division. He is presently principal of Memorial High School in Stony Plain.



H. C. McCALL

For District Representative Southwestern Alberta

Mr. Rieger has served on the Executive Council since November, 1957 as district representative for Southwestern Alberta. He is one of the Association's representatives on the General Curriculum Committee of the Department of Education and is chairman of the ATA Curriculum Committee. He has served for two years on the Resolutions Committee.

His experience in ATA affairs at local level includes service as secretary-treasurer, delegate to the Banff Conference, and councillor. Mr. Rieger has been teaching in Alberta for over 25 years. He has been vice-principal of the Picture Butte High School since 1949. Mr. Rieger holds B.A., B.Ed., and M.Ed. degrees from the University of Alberta.



T. F. RIEGER

District Representatives



ELIZABETH W. DUFF

For Calgary City

Miss Duff is completing her third year on the Executive Council as district representative for Calgary City. She is one of the Association's representatives on the Department of Education High School Curriculum Committee and is a member of the ATA Curriculum Committee.

In local ATA affairs, Miss Duff served for five years on the executive of the Calgary City Local and on the senior high school sublocal executive committee. Miss Duff holds her M.Ed. degree from the University of Alberta. She is presently on the staff of Crescent Heights High School where she teaches English and Social Studies.



W. MOYSA

For Edmonton District

Mr. Moysa holds his M.Ed. degree from the University of Alberta and has had teaching experience in all grades. For the last 12 years he has been with the Leduc School Division teaching high school mathematics and science, and for the last six years he has been principal of the Calmar High School.

His ATA experience at the local level has been extensive. He has been twice president of the Leduc Local, a councillor for three years, president of the principals' association in the area, delegate to the Banff Conference, and for ten years chairman of the local economic committee. In community affairs, Mr. Moysa has served in an executive capacity in the Lions Club, Chamber of Commerce, and the Calmar Branch of the Canadian Legion.



F. SHYMKO

For Northeastern Alberta

Mr. Shymko, who holds B.A. and B.Ed. degrees from the University of Alberta, is principal of the centralized school in Myrnam.

He has always been active in ATA affairs at the local level. For the last 13 years he has been secretary-treasurer of the Two Hills Local. For the last several years he has served on the economic and salary negotiating committees. He has been councillor to the Annual General Meeting, has attended area briefing schools and regional conferences, and has been twice local delegate to the Banff Conference. In 1956, he attended the first Leadership Course for School Principals. Mr. Shymko was selected in 1959 as an economic consultant and has attended the Economic Seminar at Banff for two years.

Nominations for District Representative, Central Eastern Alberta

Mr. Deleff, who is presently vice-principal of the Consort School, has had 17 years' teaching experience in rural and town schools in Alberta. He is a graduate (B.Ed.) of the University of Alberta.

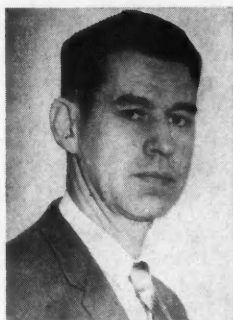
His experience in local association affairs has been extensive and varied. He has served in every position on the local executive: as president, secretary, member of the economic committee, chairman of the salary negotiating committee, and councillor. He has been a delegate to the Banff Conference on two occasions, and local representative at zone meetings since 1948. He was secretary of the Castor-Neutral Hills Convention for one year. Mr. Deleff has also been active in the direction of festivals and track and field meets.



A. DELEFF

Mr. Heidecker's total teaching experience of 15 years, which was interrupted by four and a half years overseas with the Canadian Army, has been with the Castor School Division where he is presently vice-principal of Castor High School. He holds his B.Ed. degree from the University of Alberta.

He has been active in local ATA affairs, serving as president of both the Castor Local and Sublocal, as a councillor, and as a member of salary committees. For the past two years he has attended the ATA Economic Seminar at Banff. In community affairs he is serving his second term as town councillor in Castor, is immediate past president of the Castor Branch of the Canadian Legion, has been on the executive of the BPOE, Castor Branch, and has taken a keen interest in all local sports.



H. W. HEIDECKER

Mr. McDonnell, who is presently vice-principal of the Camrose High School, has been on staff in Camrose for the past 15 years and previously served in the Vermilion and Tofield areas. He is a graduate of the University of Alberta with B.Sc. and M.Ed. degrees.

Mr. McDonnell's ATA experience has been extensive. He has been president of the Holden and Camrose Locals, president of the zone organization, and a member of convention and conference committees. He is presently secretary-treasurer of the Camrose Local. Mr. McDonnell served as district representative for Central Eastern Alberta for three years, has been a member of the ATA Pension Committee for the last five years, and is a member of the Pensions Grievance Committee.



M. W. McDONNELL

Resolutions, Annual General Meeting, 1961

This material is confidential and the information contained herein is for the use of the members of The Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the executive secretary of the Association.

Some local associations may find that their resolutions have not been printed exactly as forwarded to the office under declaration. The councillors of the local associations concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

- they concern matters either in effect or being considered;
- they are similar in content to other resolutions, one of which has been printed—in these cases the Executive Council has selected the most comprehensive resolutions; or
- "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."—By-law 22.

There are two groups of resolutions to be presented to the Annual General Meeting:

- (a) resolutions presented by local associations, and
- (b) resolutions presented by the Executive Council of The Alberta Teachers' Association.

Resolutions presented by local associations

C 1/61 Whereas; policy resolution 17.02 encourages members to improve their qualifications through university education; and Whereas; certain graduate courses are severely limited in registration (for example, Education 510, Education 574), and Whereas; in the 1960-61 Evening Credit Division program only one graduate course was offered, **BE IT RESOLVED**, that representation be made to the Evening Credit Division to increase its offering of evening credit graduate courses, particularly in those courses in which the enrolment is limited.

C 2/61 Whereas; in August, 1960, the students of the high schools in some of the smaller centres received the Grade XII results as much as one week after the results were out in Edmonton, and

Whereas; this situation prevented these students from getting the full advantage of refresher courses in preparation for supplementals,

BE IT RESOLVED, that we petition the Department of Education to see that all Grade XII results are released at the same time.

C 3/61 Whereas; there is no provision for a pension for the dependent

spouse of a teacher who dies prior to age 50, and
Whereas; the needs are more urgent prior to age 50,
BE IT RESOLVED, that the pension by-law 21 be amended to read "age 40" in place of "age 50".

C 4/61 Whereas; a few members of The Alberta Teachers' Association have had their service terminated through permanent disability several years before normal retirement age, and

Whereas; the disability pension in such cases has proven most inadequate to meet a minimum subsistence standard, and

Whereas, the number of disabled teachers is a small percentage of our total teaching body, namely 0.0183 percent or 22 teachers,

BE IT RESOLVED, that

- (a) The Alberta Teachers' Association take immediate action to remedy this situation by setting up, and separately administering, a benevolent fund which will be used to supplement any disability pension awarded by the Board of Administrators, Teachers' Retirement Fund,
- (b) this fund be set up by means of an annual levy of two dollars (\$2) per teacher in the province, to be deducted in the month of June, and
- (c) the total of the disability pensions received under *The Teachers' Retirement Fund Act* plus the supplementary allowance from the benevolent fund should be not less than one hundred and fifty dollars (\$150) per month.

C 5/61 Whereas; the induction ceremonies begun by The Alberta Teachers' Association in the fall of 1960 had as one of their objects the fostering of professionalism among Association members, and

Whereas; it would be desirable as another aspect of professionalism to recognize the service given to the Association by members of long standing,

BE IT RESOLVED, that some recognition be given teachers who have 25 years' or more membership in the Association and that such recognition be given at the annual induction ceremony.

C 6/51 Whereas; many kindergarten teachers in the province are employed as kindergarten teachers on a full-time basis by school boards, and

Whereas; such teachers are not members of The Alberta Teachers' Association, and

Whereas; such teachers do not participate in the Alberta teachers' pension plan, and

Whereas; many of these teachers have taught in regular classrooms,

BE IT RESOLVED, that The Alberta Teachers' Association recommend to the appropriate authority that any kindergarten teacher who is employed on a full-time basis by a school board and who holds a valid Alberta teacher's certificate be recognized as a teacher and thus be entitled to membership in The Alberta Teachers' Association and to participation in the Alberta teachers' pension plan.

C 7/61 Whereas; large numbers of teachers received part of their training outside the Province of Alberta, and

Whereas; the evaluation of such training is of considerable professional and financial interest to members of The Alberta Teachers' Association,

BE IT RESOLVED, that the Executive Council be requested to set up a committee to study the question of evaluation of training, and further

BE IT RESOLVED, that the

Executive Council make such recommendations as it sees fit as a result of the report of this committee to the Evaluations Committee of the University of Alberta.

C 8/61 **BE IT RESOLVED**, that the Executive Council appoint a committee to study and report on the criteria of qualifications regarding appointments to administrative posts in the school system.

C 9/61 Whereas; The Alberta Federation of Home and School Associations, Incorporated is an active, influential educational organization in the province, and
Whereas; it is a cooperative parent and teacher organization, and

Whereas; present teacher representation on the provincial executive and provincial committees of the Federation is not adequate,
BE IT RESOLVED, that the Executive Council of The Alberta Teachers' Association take immediate steps, in consultation with The Alberta Federation of Home and School Associations, Incorporated, to provide adequate teacher representation on its executive and committees.

C10/61 **BE IT RESOLVED**, that The Alberta Teachers' Association urge the Government of the Province of Alberta to hold Farmers' Day during the school summer vacation months.

C11/61 Whereas; because of increased professional activity within The Alberta Teachers' Association, rural locals are faced with increased costs in transportation and other factors, and are, therefore, meeting with operational difficulties on present budgets, and

Whereas; city locals apparently have no such comparable problem,

BE IT RESOLVED, that a differential payment be made in

remission of fees by head office which would adjust the economic situation persisting in rural locals.

C12/61 **BE IT RESOLVED**, that this Annual General Meeting recommend that the Executive Council prepare an electoral ballot for presentation in 1961, the purpose of which would be to amend By-law 6 of the General By-laws of The Alberta Teachers' Association to provide for a special levy of up to \$5 per week per member and to place the authority for instituting such a levy at the discretion of an Emergent General Meeting.

C13/61 Whereas; modern communication and transportation enable a teacher to check conveniently and efficiently on any teaching position open in the province, and

Whereas; schools in the province are experiencing difficulty in completing their staffs by June 30 and thus experiencing further difficulty in pre-planning their program for the coming term, and

Whereas; it is obviously unfair that school boards be required to give notice of termination of contract by June 15, while teachers remaining in the province have until July 15 to resign their positions, and

Whereas; there is discrimination against teachers moving from the province in that they must resign their positions by June 15 while those remaining in the province have until July 15 to resign, and
Whereas; a move by the teachers to change the resignation deadline to an earlier date is evidence of a professional concern for education and an indication of a willingness to work with school boards for the over-all welfare of education, and

Whereas; most other provinces

have an earlier deadline for teachers' resignations (for example, Saskatchewan, May 31, and Ontario, May 15) thus hindering the flow of such teachers to Alberta, and

Whereas; there are no really valid reasons for keeping the deadline for resignations at July 15 and a shifting of this date to an earlier one is in no way detrimental to the interests of teachers,

BE IT RESOLVED, that The Alberta Teachers' Association urge the Government of the Province of Alberta to amend Section 341(3) of *The School*

Act from "A notice to terminate a contract effective in the month of July or August shall be given to the board by the teacher on or before the preceding fifteenth day of June, unless the teacher enters into a contract with another school board in the province in which case the notice may be given on or before the preceding fifteenth day of July." to "A notice to terminate a contract effective in the month of July or August shall be given to the board by the teacher on or before the preceding fifteenth day of June."

Resolutions Presented by the Executive Council of The Alberta Teachers' Association

C14/61 **BE IT RESOLVED**, that The Alberta Teachers' Association is opposed to the expenditure of public funds for either direct or indirect support of private schools duplicating educational services offered by public or separate school districts.

C15/61 Whereas; policy resolution 2.12 resolves that The Alberta Teachers' Association have jurisdiction over the competence, ethics, and certification of its membership, and

Whereas; a method of handling disputes arising from professional relationships between members or other professional relationships is required in order to implement this policy,

BE IT RESOLVED, that a Professional Relations Commission be established by The Alberta Teachers' Association to deal with disputes affecting members in the practice of their profession.

C16/61 **BE IT RESOLVED**, that supplementary pension allowances now being granted under short-term policy resolution S33 (1960) be

extended to include those teachers who retired between April 1, 1948 and July 1, 1959 whose normal pensions are less than \$100 per month and whose pensionable service totals at least 20 years without implementation of by-laws regarding gaps in service, and further

BE IT RESOLVED, that

- (a) the allowance be calculated at the rate of \$1.25 per month per year of pensionable service to a maximum of \$30, and
- (b) the total of normal pension and the allowance be limited to \$100 per month, and further

BE IT RESOLVED, that

- (a) the first payment commence May 31, 1961, and
- (b) the payments be made in a similar manner to, and from money raised under short-term policy resolution S33.

C17/61 **BE IT RESOLVED**, that a member of The Alberta Teachers' Association who, after three years' employment as a teacher, has been unable to secure a

permanent certificate because of a question of professional competence, be encouraged to seek professional advice from the Association, and further

BE IT RESOLVED, that, in the event of failure to secure the permanent certificate because of a question of professional competence, within a further three-year period, the Association request the Minister of Education to cancel any existing interim certificate.

C18/61 **BE IT RESOLVED**, that we endorse in principle recommendation 260 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy —

"BE IT RESOLVED, that the same basic educational standards and emphasis on citizenship be required in Hutterite schools as in all other Alberta schools, and further

BE IT RESOLVED, that a study be made of integrating Hutterite children in Alberta schools."

C19/61 **BE IT RESOLVED**, that we endorse in principle recommendations 261 to 267 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—

"BE IT RESOLVED, that the Government of the Province of Alberta pursue agreement with the Government of Canada to the end that more provincial responsibility may be assumed for the education of Indian children, and further

BE IT RESOLVED, that a study be made of integrating Indian children in Alberta schools."

C20/61 **BE IT RESOLVED**, that the minimum instructional time in senior high schools as provided in Department of Education regulations be not more than 300 minutes per day.

C21/61 **BE IT RESOLVED**, that policy resolution 2.04 be deleted from Association policy.

C22/61 **BE IT RESOLVED**, that policy resolution 4.01 be amended by:

(a) replacing sections 5 and 6 with the following section:
"5. Teachers should be informed of curriculum development and flexibility by the publication in *The ATA Magazine* of articles, book reviews, and the 'Official Bulletin' of the Department of Education" and

(b) renumbering section 7 as section 6 and replacing the words "The Alberta Teachers' Association locals" with the words "local associations".

C23/61 **BE IT RESOLVED**, that policy resolution 4.06 be amended by deleting the words "that it be desirable".

C24/61 **BE IT RESOLVED**, that the following resolution replace policy resolution 5.01—

"BE IT RESOLVED, that every local association set up a public relations committee to:

(a) send news of local interest to the press,

(b) send news of provincial interest to *The ATA Magazine*, and

(c) assist in campaigns which further the welfare of our schools."

C25/61 **BE IT RESOLVED**, that policy resolution 13.15 be amended by deleting the words "it is desirable that".

C26/61 **BE IT RESOLVED**, that policy resolution 13.20(3) be amended to read: "More teacher participation in curriculum development."

C27/61 **BE IT RESOLVED**, that policy resolution 14.01 be deleted from Association policy.

C28/61 **BE IT RESOLVED**, that policy resolution 16.01 be amended by

adding the following words at the end of the present resolution: "provided that scholarships not awarded in one category may be awarded in another".

C29/61 **BE IT RESOLVED**, that policy resolution 17.07 be replaced by the following—

"BE IT RESOLVED, that membership on the Board of Teacher Education and Certification be limited to representatives of The Alberta Teachers' Association, the Faculties of Education and Arts and Science of the University of Alberta, and the Department of Education."

C30/61 **BE IT RESOLVED**, that policy resolution 18.01 be replaced by the following—

"Whereas; the procedure used in transferring teachers is sometimes unsatisfactory,

BE IT RESOLVED, that where mutually satisfactory settlement is not made The Alberta Teachers' Association take whatever action it deems necessary."

C31/61 **BE IT RESOLVED**, that the Ex-

ecutive Council be instructed to request the Faculty of Education, Edmonton, the Alberta School Trustees' Association, and the Department of Education to assist in the setting up of an experiment in student-teacher orientation and internship utilizing the 1962 and the 1963 freshman classes of the Faculty of Education, Edmonton.

C32/61 Whereas; the proper supervision of pupil activities which takes place outside the regular classroom hours of the school day is essential to the maintenance of school discipline, school spirit and pupil safety,

BE IT RESOLVED, that supervision of pupil department on school premises during noon intermission be accepted as a professional responsibility voluntarily undertaken by members of The Alberta Teachers' Association, and further

BE IT RESOLVED, that subsection 22 of policy resolution 15.01 be deleted.

Local Resolutions Referred to the ATA Curriculum Committee

By resolution of the Annual General Meeting, all resolutions dealing with curriculum are referred through the Annual General Meeting, after discussion but without amendment, to the ATA Curriculum Committee. The following resolutions come in this category.

C81/61 Whereas; there is a need for provincial supervision of the physical education program carried on in the schools because of the following factors:

- (a) lack of enforcement of curriculum,
- (b) lack of trained physical education personnel,
- (c) lack of informed planning and judicious use of facilities and equipment,

- (d) lack of equipment for varied and wholesome program,
 - (e) need for development of the curriculum,
 - (f) need for continuity between the elementary program and junior high school program,
- BE IT RESOLVED**, that the Department of Education be requested to appoint qualified personnel to give guidance and supervision throughout the prov-

Order of Business

(Continued from Page 33)

Seventh Session

2:00 Resolutions

3:15 Recess

3:20 Resolutions

Installation of Officers and

District Representatives

God Save The Queen

All regular sessions will be held in the Ballroom of the Macdonald Hotel.

Banquet

The annual banquet will be held in the Banquet Room of the Macdonald Hotel at 6:30 p.m. on Tuesday, April 4. Guest speaker will be Dr. T. C. Byrne, chief superintendent of schools, Department of Education, Edmonton.

ince in the implementation of the required physical education program.

C82/61 Whereas; new textbooks being authorized for changed courses appear with inaccurate information,

BE IT RESOLVED, that these textbooks be given a more thor-

ough checking before being put into general usage.

C83/61 Whereas; a lack of knowledge of formal grammar is restricting the abilities of students,
BE IT RESOLVED, that grammar be given more emphasis and started earlier in the school life and certain portions be stressed at appropriate grade levels.

C84/61 Whereas; there has been much professional interest evident in the field of developmental reading, and
Whereas; developmental reading is being offered as a subject in most of our junior high schools, and

Whereas; there are no curriculum bulletins available to teachers to satisfactorily institute and guide a program of developmental reading,

BE IT RESOLVED, that the Department of Education take steps to organize a provincial developmental reading subcommittee to serve in the same capacity as other provincial education subcommittees.

Notice regarding Amendment to Reciprocal Pension Agreement

The reciprocal agreement between the Board of Administrators, Teachers' Retirement Fund and the Public Service Pension Board, has been amended as of September 1, 1960. The agreement now applies to all teachers transferring to or from employment with the Government of the Province of Alberta.

Teachers who have obtained refunds of contributions made to the Public Service Pension Fund, because the agreement prior to September 1, 1960 would not permit a transfer to the Teachers' Retirement Fund, may repay the refund of contributions to the Public Service Pension Board, with interest at three percent, and apply to the Board of Administrators, Teachers' Retirement Fund for a transfer of contributions. Repayment of the refund must be made before September 1, 1962.

**Board of Administrators
Teachers' Retirement Fund**



March, 1961

How often have you been asked this question by a student—one who has failed to complete High School or one who has been graduated but for some reason cannot go on to further education?

May we suggest that in counselling a student, you consider the Radio College of Canada and the part it can play in preparing him for a career in Electronics? Radio College is one of the oldest private technical schools in Canada. **It is not a substitute for, but a supplement to education.** It gives the student without special training an opportunity to become—in only one year*—a well paid specialist in Canada's fastest growing industry, Electronics. The RCC Diploma is respected throughout the Electronics industry. Graduates also have the help of our Career Placement Bureau.

We would be glad to send you a copy of our Book "CAREERS IN ELECTRONICS" which gives additional detail of courses available. The coupon is for your convenience.

RADIO COLLEGE OF CANADA

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3454 St. Denis Street, Montreal
VI 2-9458

The local registrar in Edmonton will be pleased to supply further information.

His address is Box 402, Edmonton—
Telephone GA 4-3063.

*This refers to Day Courses only. Evening and Home Study Courses are of longer duration.

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ACROSS THE DESK

Fellows of the Canadian College of Teachers

The Canadian College of Teachers, a learned society within the teaching profession, has announced the admission of twelve members as fellows of the College.

Mollie E. Cottingham, M.A., associate professor of education, University of British Columbia, Vancouver, British Columbia; P. W. Diebel, M.A., inspector of public schools, Hamilton, Ontario; Muriel H. Dixon, M.A., vice-principal, Eastern Charlotte Regional High School, St. George, New Brunswick; G. Forbes Elliot, M.A., supervisor of schools, Simonds Regional School District, Saint John, New Brunswick; M. E. LaZerte, Ph.D., professor emeritus, University of Alberta, Edmonton; Mother Mary Lenore, M.A., assistant general of the Sisters of Providence, Kingston, Ontario; A. G. McBeath, M.Ed., superintendent of schools, Blaine Lake, Saskatchewan; Gene Morison, M.A., teacher, Queen Elizabeth High School, Halifax, Nova Scotia; D. C.

Munroe, M. A., director, Institute of Education of McGill University, Montreal, Quebec; J. M. Paton, D. Paed., general secretary, Provincial Association of Protestant Teachers of Quebec, Montreal, Quebec; L. P. Patterson, Ed.D., principal, School for Crippled Children, Montreal, Quebec; and Sybil F. Shack, M.Ed., principal, Lord Roberts School, Winnipeg, Manitoba.

Future Teachers Get Together

While Edmonton City teachers were attending their annual convention, students of Edmonton high schools belonging to Future Teachers' Clubs met for a half-day conference on February 9 at Victoria Composite High School. Representatives from Bonnie Doon, Eastglen, Queen Elizabeth, Ross Sheppard, Strathcona, Victoria, St. Mary's and St. Joseph's High Schools spent the afternoon discussing the function of a teacher, the teacher's influence on society, and social restrictions on teachers. Features of the afternoon were an address by Father W. P. Fitzgerald of the Edmonton Separate School system, and a film, "An Appointment with Youth", depicting the problems and rewards of teaching.

The Servant of All Our Purposes

(Continued from Page 13)

critic as a professional. No teacher — no professional teacher — can ever be content to do as well tomorrow as he does today. Only something better will do. Good teaching is the most demanding of all creative roles in our society today. It is not only demanding, but the search for improvement is unending. In the wise words of the Talmud, "You are not required to complete the task; neither are you permitted to lay it down."

We can never complete the work; but step by step we can contribute to the more effective functioning of Canadian schools, so that education may better fulfil its task of serving all our purposes.

UNESCO Post Available

Information has been received of a position of Program Specialist (Head, Teacher Training), at a salary of \$7300 (US), with UNESCO/UNRWA, for service in Jordan, Lebanon, and United Arab Republic. Information is available through the Canadian Teachers' Federation, 444 MacLaren Street, Ottawa. Applications are to be filed with UNESCO, Place de Fontenoy, Paris, France by March 23.

Reduced Travel Fares for Easter

Member lines of the Canadian Passenger Association have again, this year, granted reduced fares in favor of teach-

The Mountain Bluebird

In more northern latitudes the mountain bluebird is often hailed as the harbinger of spring. If so, the prognostication may precede the event by several weeks, since I have seen them in early March when the snow lay deep and the temperature well below zero. The male in full breeding plumage is an unbelievable turquoise-blue, so rich in fact that, season after season, one finds it increasingly difficult to credit the image conveyed by his senses. The female is less striking in her suit of softly blended greys.

In many areas, bluebirds are not so common as formerly and we mark their near-absence with regret. Their less frequent appearance, particularly in settled regions, is undoubtedly related to the introduction and rapid spread of the European starling. The latter returns in strength as early as the last week in February and pre-empt the great majority of nesting sites which would normally be available to the bluebird. Both species show marked preference for such sites as bird houses, abandoned flicker holes and cavities under the eaves of buildings. Before the advent of the modern combine, a favored nesting location was in the twine boxes of binders. However, I have found the mountain bluebird population still high in places more remote from civilization. In ranching areas, for instance, they nest in numbers in crevices in the banks of streams and rivers.

The females make their appearance a

few days after the males have arrived and nesting activity begins, often weeks before the beginning of domestic duties. The four to eight eggs are a uniform blue, several shades paler than those of the robin. Both sexes incubate and in two weeks the chicks appear. They eat voraciously, doubling their weight every 24 hours for the first week or so. They commonly flock in the fall and migrate in this manner.

Food consists mostly of insects and a few berries. Beetles, caterpillars, weevils, crickets, ants, bees, and wasps form the staple items while currants, gooseberries, elderberries, cedar berries, and a few seeds form the remainder. Bluebirds forage for much of their food in the characteristic manner of the sparrow hawk. They rise and hover in one place for many seconds at a time with head lowered searching the ground for food items. This activity may be repeated again and again before the bird drops precipitately upon an insect.

The bluebird sings less frequently than any of our other native thrushes. The song most often heard consists of a series of soft sweet notes. It has, in addition, however, a clear mellow trill which apparently few listeners have heard.

The cover picture was taken from a blind on a cliff along the Red Deer River where a pair of bluebirds were nesting. An overhang above cut off the sun's light necessitating the use of an electronic flash for illumination.

—Cy Hampson

ers and students, on the occasion of the forthcoming Easter vacation.

The basis of the reduction will be the same as in previous years, namely, one-way fare plus one-half, either first or coach class, for the round trip. Presentation of CPA Form 18 will be required. The dates for the start of the going jour-

ney are March 15 to April 3 inclusive; the return journey must commence not later than midnight of April 17.

A supply of the required forms and further information may be requested from the Canadian Passenger Association, 2160 Mountain Street, Montreal 25, Quebec.

THE ATA NEWS BEAT

AGM preparation

Deadlines for publications during the month of February forced all staff officers to drop other work in preparation for the Annual General Meeting. Each staff officer prepares part of the executive secretary's report which appears in the *AGM Handbook* and in the May issue of the magazine. This report reviews all the major activities of the Association during 1960.

The deadline for the March issue of the magazine was set ahead so that this issue, which contains the resolutions to be presented at the Annual General Meeting, could be in the hands of teachers as early as possible. This year, with Easter early, the deadline squeeze was certainly felt!

Much of the detailed preparatory work for the Annual General Meeting falls on the shoulders of Mr. Eyres. With credit union annual meetings, pension matters, and discipline hearings also happening at the same time, he has been particularly busy. The inaugural conferences of a number of specialist councils are planned for Easter week. This adds to the immediate burden of Mr. McFetridge, who is acting as secretary to the English Council, and particularly of Mr. Ingram, who is secretary to no less than nine provisional executives of specialist councils.

Ethics Committee

Under Chairman D. A. Prescott, the Ethics Committee (H. C. Melsness, M. Skuba, S. C. T. Clarke, E. J. Ingram, J. D. McFetridge), by holding two meetings during February, is making progress on a revision of the Code of Ethics. It is planned to complete a first draft so that it may be considered by the Executive Council before June. If approved for release, it will be available for discussion, criticism and suggested amendment starting in September. It is hoped that both local associations and regional conferences will study it.

The present thinking of the committee is that a short code will be presented, consisting only of enforceable behavior. The code itself will be linked to the Discipline Committee. A longer list of desirable behavior will be included in a creed, and a preamble will indicate that gross violations of desirable conduct will also be punishable.

All items in the present Code of Ethics will be found either in the proposed code or in the creed. Many new items will be added.

In your behalf

During February, a rash of grievance cases occurred. Dr. Clarke was involved in six of these; he attended two regional conferences (Calgary District and South-western Alberta District); was present at both the Edmonton and Calgary City Conventions; attended a Board of Teacher Education and Certification meeting, and an ATA Finance Committee meeting; had three short meetings on school grants; participated in the conference for secretaries of local associations; attended the ATA Accreditation Committee meeting; and in his spare time worked on AGM reports, the forthcoming meeting of the Executive Council, and the March issue of the magazine.

Mr. Seymour also attended two regional conferences during February; was on television with our city convention guest speaker in "Face the Newsmen"; attended the Calgary City Convention and the ATA Finance Committee meeting; and had two important meetings regarding collective bargaining. In between time he also worked on the AGM reports and the March issue of the magazine.

Mr. Eyres attended two regional conferences, a meeting of the Board of Administrators, Teachers' Retirement Fund, the ATA Finance Committee meeting, the conference of local secretaries, and the credit union annual meeting. He had a day-and-a-half Discipline Committee

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TEACHERS IN THE NEWS



M. E. LaZerte

News of another honor to be added to the long list of those bestowed on Dr. M. E. LaZerte came with the announcement of his admission as a fellow of the Canadian College of Teachers. One of the best-known leaders in Canadian education, Dr. LaZerte, since his retirement as dean of the Faculty of Education, University of Alberta, conducted two years of experimental work in mathematics at the University of Alberta, served as research director for the Canadian School Trustees' Association from 1952-55; served a two-year term as dean of the Faculty of Education at the University of Manitoba; and was chairman of a Royal Commission on Education for the Government of the Province of Prince Edward Island.

Educated at the University of Toronto (B.A. 1909), the University of Alberta (M.Ed. 1925) and the University of Chicago (Ph.D. 1929), Dr. LaZerte taught at Medicine Hat High School and later was appointed inspector of schools for the Department of Education of this province. He joined the staff of the University of Alberta in 1924 and became dean of the Faculty of Education in 1943.

Dr. LaZerte has been an active member of many educational organizations. From 1936 to 1946 he was chairman of the Canadian Council for Educational Research. He was president of The Alberta Teachers' Association for two years, 1937-39, and president of the Canadian Teachers' Federation in 1939-40. In 1950-51 he served as president of the Canadian Education Association.

Dr. LaZerte was Canadian delegate to the fifth UNESCO Conference in Italy in 1950. As research director for the CSTA he produced the study *School Finance in Canada*. He holds honorary life memberships in The Alberta Teachers' Association, the Canadian Teachers' Federation, and the Canadian Education Association. In 1950, he was elected a Fellow of the Royal Society of Arts. Recently, Dr. LaZerte was elected as alderman of the Edmonton City Council.

Alberta teachers welcome this recognition of Dr. LaZerte's long and distinguished career as a leader in Canadian education.

meeting, and in his spare time was responsible for the voters' list, the *AGM Handbook*, and investigation of discipline cases.

In February, Mr. Ingram also attended two regional conferences, made preparations for Education Week, and attended two executive meetings of the Alberta Education Council. He was present at the local secretaries conference, attended

four meetings of provisional executives of specialist councils, and spoke to six locals, sublocals, or other teacher groups.

Mr. McPetridge also attended two regional conferences during February, two meetings of the provisional executive of the English Council, two meetings about collective bargaining, and had both AGM handbook and magazine material to prepare.

The Edmonton Public School Board invites applications for the recently created position of:

PLANNING OFFICER

who will be responsible to the Superintendent of Schools in studying and analyzing populations, housing construction and enrollment trends, to prepare short and long range school construction plans; in preparing detailed school construction programmes, educational specifications of type of school, number of classrooms, and location of sites to allow orderly development of building plans, specifications and tenders by the Architect and Director of Maintenance; in setting school attendance areas and in providing pupil accommodation; in preparing and supervising capital budgets.

It is desirable that the applicant have a background of university education together with executive experience in fields related to the activities noted above or to similar activities. Training and experience in educational administration would be favourably regarded. Applicant should preferably be from 30 to 45 years of age.

Salary up to \$11,000 commensurate with the capacity and experience of the individual.

The successful applicant will assume his duties as soon as possible.

Full details of education, experience, training, qualifications, age, religion, present position and salary, salary expected, date of availability and references should be submitted not later than MARCH 31, 1961 to:

**W. P. Wagner,
Superintendent of Schools
Edmonton Public School Board
10733 - 101 Street
EDMONTON, Alberta**

THE LEGAL STATUS OF THE CANADIAN PUBLIC SCHOOL PUPIL

by Dr. Peter Bargen

Superintendent of Schools, West Jasper Place, Alberta

A unique book which offers administrators, principals, parents and all who are directly concerned with children, an efficient and concise knowledge of school law.

Interpretations of statutory law and the application of common-law principles which provide the legal foundations of our educational systems are discussed, with the primary aim of clarifying and defining the rights and responsibilities of pupils. Wherever possible actual court cases and decisions are stated.

Within the eight main sections the following are some of the topics

treated: the legal framework of public school control at the Federal, Provincial and Local levels; the status of separate schools; attendance; accommodation; religious instruction; scope of authority of personnel during and out of school hours; accidents on and off school grounds; accidents in regard to transportation.

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NEWS FROM OUR LOCALS

Newsletter begun at Barrhead

At the December meeting of the Barrhead Local, it was decided that the public relations committee would publish a newsletter to be distributed to all the teachers in the County of Barrhead No. 11. Contributions from all schools within the division were requested and the result was a five-page account of activities in the schools. Mrs. Altha Montonati and Ken Monson, public relations executive members, would like to see even more contributions to the newsletter. Several of the items which are of general interest have also been forwarded to local newspapers for publication.

Members of the local are currently studying the section of the Cameron Commission report dealing with curriculum and have found the study interesting and challenging.

The local held its annual bonspiel at Barrhead on January 28. Eight rinks participated in the event which was organized by a committee headed by W. Wyrstiuik. In the grand challenge event, the winner was Lorne Jenkin with W. Hryciuk second. In the ATA event, it was R. Pickrell with W. Wyrstiuik second. K. Monson was winner in the consolation event.

Cy Hampson speaks to Edmonton group

Cy Hampson of the Faculty of Education, University of Alberta, Edmonton was guest speaker at the annual dinner meeting of the Correspondence School Branch Local held on January 31 at the Kingsway Motel. Branch members were privileged to view recent slides taken by this outstanding Alberta naturalist. Officers elected for the coming year are: Berthold Figur, president; Mrs. M. Jones, vice-president; Mrs. B. Barnes, secretary; Anne Vaas, treasurer; Mrs. K. MacLachlan, Thelma Griffith and Doris Field, section representatives; Evelyn Harkness, press representative; Mrs. F. L'Heureux

and Mrs. G. Wallace, convention representatives; and Mrs. K. Doeling and Doris Field, councillors.

Convention matters discussed

The January meeting of the Medicine Hat Rural Local was held in the new wing of the Schuler School. Chairman H. Rottenbiller announced the results of a recent survey on convention matters. Members of the convention committee will give some further consideration to the subject. Representatives were selected to attend the Southeastern Alberta regional conference and the Southeastern Education Week planning committee.

News from Medicine Hat

On February 4, teachers of the Medicine Hat City Local held their annual rally in Medicine Hat, in conjunction with the regional conference for locals of Southeastern Alberta. About 130 teachers were present. The meeting was chaired by B. J. Smith, president of the Medicine Hat City Local, and speakers included District Representative Miss Lucy Milne, and E. J. Ingram and J. D. McFetridge of head office. Topics discussed were: specialist councils, accreditation, economic welfare, and curriculum development.

Representatives of the local also attended a meeting with delegates from surrounding locals on the evening of February 3 to discuss plans for the opening ceremonies for Education Week. Arrangements for the official opening include a banquet in Medicine Hat at which the feature speaker will be Dr. Lawrence Derthick, assistant executive secretary of the National Education Association, and to which about 300 community leaders in the area have been invited.

Officers elected at Myrnam

Teachers of the Myrnam Sublocal elected their new executive at their annual

CALGARY SCHOOL BOARD REQUIRES TEACHERS

Applications are now being received for the 1961-62 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

Application forms may be obtained from

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**Further information from the Department of Extension
Queen's University at Kingston**

meeting on January 4. They are: Tony Lynkowski, president; Mrs. Marie Melnichuk, vice-president; Nick Lynkowski, secretary-treasurer; Mrs. Julia McMillan, press correspondent; Michael Charuk, sublocal representative; Mrs. Mary Gadowsky, Mrs. Leona Kully, Mrs. Lillian Meronyk, Nadia Misik, D. Nikolaichuk, P. Karbasheski, and M. Tymofichuk, social committee. Alex Leonty, former sublocal representative, reported on various aspects of the divisional board's attitude towards sponsoring of sports clubs. Frank Shymko presented a report on the section of the Cameron Commission report dealing with examinations; the teachers will study this section and compile a summary on it.

Induction ceremony report

Induction ceremonies for ten new teachers in the Ponoka Local took place at the Crestomere School on January 25. Gordon Matthias acted as chairman and presented the new members with their membership certificates. Others taking part in the ceremonies were: Lillian McPhie, Robin Stuart and Russell Petterson. An inspirational talk was given by the guest speaker for the evening, E. J. Ingram of head office.

On the teaching of grammar

Guest speaker at the February 8 meeting of the Three Hills North Sublocal was Dr. M. H. Scargill, head of the English department, University of Alberta, Calgary, and a well-known author and editor. His topic was the teaching of grammar and he introduced it by deploring the facts that grammar is too often considered terribly dull, that the same things are repeated indefinitely, and that there seems to be very slow acceptance of new knowledge in the subject. Dr. Scargill then went on to demonstrate that the teaching of grammar need be neither obscure, boring, or unprogressive.

Full agenda for Three Hills teachers

President Nick Chamchuk chaired the regular meeting of the Three Hills Local

Evaluation of University Credits for Salary Purposes

(Continued from Page 16)

of Alberta must always consider the rights of this majority in giving credits for advanced standing. The complexity of the task of evaluation dictates that only the University of Alberta, with its facilities, can carry out the work to the satisfaction of the Department of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association, all of whom, together with the University, share responsibility for the maintenance of high standards of teacher education.

The appeal procedure now established should ensure that competent and careful scrutiny is given to any case which merits reconsideration. It is designed to provide the right of re-examination of the decisions of the secretary of the Evaluations Committee in his important task of evaluation for advanced standing.

held on February 15 at which reports were given by the representatives to the Calgary District regional conference held on February 4 and by District Representative E. F. Bardock. Items discussed included: the pension scheme, accreditation of schools, specialist councils (the Three Hills Division teachers and other ATA members in the separate schools in the area want to begin a primary teachers' council), and changes in regulations and fees for the Summer Session, for which classes will be held this year in both Calgary and Edmonton. Mr. Bardock drew attention to the two monographs on the teaching of mathematics and one monograph on accreditation which are available from Barnett House. B. Fossen was chosen to replace R. Ratzlaff as a councillor to the Annual General Meeting. Reports were also given by the committee working on amendments to the constitution and by the economic committee of the local.

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PLUS:

Isolation Allowance—\$480-\$2,100
(depending upon location and marital
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PLUS:

Administrative and Supervisory Allowan-
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Teachers in one-room schools.

PLUS:

Bonus of \$300 per annum for Home Eco-
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POSITIONS AVAILABLE:

Teaching positions in schools containing
1 to 26 classrooms, Principalships, Vice-
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Arts, Home Economics, Physical Educa-
tion and Teacher-Librarians.

QUALIFICATIONS:

- (a) Elementary—a First Class Teaching
Certificate or equivalent.
- (b) Secondary—certification equivalent to
basic requirement in provincial sec-
ondary schools.

DUTIES:

In addition to regular teaching duties,
teachers will be required to participate in
community activities, including adult edu-
cation.

TERMS OF EMPLOYMENT:

- (a) Teachers are employed on a 12-month
basis with three weeks' annual holi-
days, including travel allowance to
main centres in southern Canada.
- (b) Six weeks' educational leave every
three years with pay.
- (c) Transportation from place of recruit-
ment to place of appointment in Nor-
thern Canada and return on separa-
tion provided teacher has served at
least one academic year.
- (d) Furnished housing, including heat
and electricity available at reason-
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centres.

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Apply Early—Appointments will be
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THE EDMONTON PUBLIC SCHOOL BOARD

invites applications from teachers
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for the term beginning Septem-
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SENIOR HIGH JUNIOR HIGH ELEMENTARY

Applications for specialist teachers
at Junior and Senior High School
level are particularly invited for:

**Business Education
Industrial Arts and Home
Economics
Physical Education
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Salary Schedule

(Effective September, 1960)

One	—\$2850 -*\$5475
Two	—\$3300 -*\$5925
Three	—\$3700 - \$6325
Four	—\$4625 - \$7900
Five	—\$5025 - \$8300
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*Teachers certificated after September 1,
1960 are eligible for only a maximum of
\$4100 in the one-year category and \$6050
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Annual Increment

\$250 for one, two and three years of
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\$300 for four, five and six years of
teacher education

Previous Teaching Experience

Entitles a new appointee to increment
allowance according to the following
scale:

0-1 year	Nil
2-3 years	One increment
4-5 years	Two increments
6-7 years	Three increments
8-9 years	Four increments
10 and over	Five increments

Send for application form and
salary schedule to:

MR. W. P. WAGNER
Superintendent of Schools
Edmonton Public School Board
10733 - 101 Street
Edmonton, Alberta

Appendix to Salary Schedules

I. Years of Teacher Education For Purposes of Salary Computation

All certificates named hereunder are Alberta certificates.

The term "approved" when it relates to university courses or university degrees means approved by the University of Alberta.

1. One Year of Teacher Education

One of the following:

- (a) Junior E Certificate
- (b) Elementary and Intermediate School Certificate
- (c) First Class Certificate
- (d) Second Class Certificate
- (e) Letter of Authority

2. Two Years of Teacher Education

One of the following:

- * (a) Standard E Certificate
- * (b) Standard S Certificate
- (c) Senior Elementary and Intermediate School Certificate
- (d) Junior Certificate for High School.
- (e) Elementary and Intermediate School Certificate, or First Class Certificate, and one of:
 - (i) credit for one year in the Faculty of Arts and Science or
 - (ii) credit for two years in four-year B.Ed. program
- (f) Junior E Certificate and credit for one year in the Faculty of Arts and Science.

*Under the regulations governing the certification of teachers, the holder of a permanent First Class Teacher's Certificate may exchange this qualification, upon application, for a Standard E and a Standard S Certificate (with teaching privileges extended to Grade XII). Teachers who have made this exchange and who hold no additional approved courses are deemed to have completed one year of training.

3. Three Years of Teacher Education

One of the following:

- (a) Professional Certificate
- (b) High School Certificate
- (c) Elementary and Intermediate School Certificate, or First Class Certificate, and one of:

- (i) credit for two years in the Faculty of Arts and Science, or
- (ii) credit for three years in the four-year B.Ed. program
- (d) Junior E Certificate and credit for two years in the Faculty of Arts and Science.

4. Four Years of Teacher Education

- (a) An approved bachelor's degree and a valid Alberta teacher's certificate, or
- (b) An approved bachelor of education degree.

5. Five Years of Teacher Education

- (a) An approved bachelor's degree, plus four approved senior or graduate arts and science or education courses completed with graduate level standing (a pass mark of 65 percent or better), plus a valid Alberta teacher's certificate, or
- (b) An approved honors degree and a valid Alberta teacher's certificate, or
- (c) Two approved bachelor's degrees and a valid Alberta teacher's certificate.

NOTE—Six semester credit hours or nine quarter credit hours (in related fields) are equivalent to one course.

6. Six Years of Teacher Education

- (a) An approved bachelor's degree, plus eight approved senior or graduate arts and science or education courses completed with graduate level standing (a pass mark of 65 percent or better), plus a valid Alberta teacher's certificate, or
- (b) An approved honors degree, plus four approved senior or graduate arts and science or education courses completed with graduate level standing (a pass mark of

- 65 percent or better), plus a valid Alberta teacher's certificate, or
- (c) An approved master's degree (equivalent to 48 semester credit hours or 72 quarter credit hours beyond an Alberta B.Ed. degree or its equivalent), and a valid Alberta teacher's certificate.

NOTE—Six semester credit hours or nine quarter credit hours (in related fields) are equivalent to one course.

This revision of the Appendix is effective July 1, 1961. Teachers are advised to plan their study and professional programs accordingly. The Appendix is approved by the Department of Education, the Faculty of Education, University of Alberta, the Alberta School Trustees' Association, and The Alberta Teachers' Association.

II. Summer School Courses in Alberta

The summer sessions formerly conducted by the Department of Education and the University of Alberta were integrated in the summer of 1944 to form one summer session under the University of Alberta.

Department of Education summer school courses taken up to and including the summer of 1943 were of 960 minutes' duration (24 periods of 40 minutes each). The maximum number of courses possible in any summer was six. Thus a teacher who took six courses spent 96 hours in class (6x16). But the normal

program involved not more than four courses or 64 hours; for purposes of computing years of training, therefore, four courses per summer for three years is considered the equivalent of one year of training, i.e., twelve courses for a total of 192 class hours.

CAUTION—The above definition refers to credits for salary purposes and it does not necessarily define credits toward a degree.

Department of Education summer courses taken before 1935 are not accepted or evaluated for degree purposes by the Faculty of Education.

III. Special Certificates

I. Junior and Senior Certificates

- (a) A Junior Certificate in one subject does not necessarily represent the same number of university class hours as a Junior Certificate in another subject. The number of class hours required to obtain the various types of certificates is outlined in the table below:

Junior Certificates

(Obtained in years up to and including 1943)

Bookkeeping, Typewriting, Shorthand	32 hours
Music, Dramatics, Art, Physical Training	64 hours
Home Economics and Industrial Arts (General Shop)	128 hours

- (b) The Senior Certificate in each case represents double the hours represented above, if obtained in 1943 or a previous year.

- (c) Courses taken in 1944 and subsequent years normally represent 72 class hours each.

2. Recommendations

- (a) Difference of opinion prevails as to whether allowance should be made for the possession of a special certificate and the training involved in obtaining it, for example, in physical education or music, if the teacher is not engaged in teaching the subject concerned. Since there is doubtless general teaching value in almost all courses, it is recommended that, unless specifically excluded by a salary schedule, allowance be made for all training and certification whether directly related to teaching or not.
- (b) Credit given to a course or courses cannot reasonably be expected to be enjoyed twice or

duplicated in computing years of teacher education for salary purposes. A course or courses in dramatics, for example, may be

counted towards a degree or towards a special certificate in dramatics, but it should not be counted for both purposes.

IV. Requests for Reports on Certification and Evaluations for Degree Credits

1. All requests for statements on certification and Alberta teaching service should be sent to the Registrar, Department of Education, Edmonton.
2. All requests for evaluations and statements on degree credits for salary purposes should be directed to the Secretary, Evaluations Committee, Office of the Registrar, University of Alberta, Edmonton.
3. Teachers are advised to ask for reports on professional standing and evaluations for degree credits, for purposes of salary computation, in advance of August 15. The University of Alberta and the Department of Education in Edmonton have their busiest season in September and October when the new academic

year is beginning; officials are unable to deal immediately with hundreds of requests for official documents while at the same time carrying on their already greatly augmented daily duties. Similarly the issuing authorities in other provinces and countries require time to make out intricate transcripts involving considerable research. A suggested deadline, therefore, for presentation of official documents by teachers to school boards is December 15, or if a teacher is engaged during the year, about three months after the commencement of teaching duties. If a delayed adjustment must be made it is a simple matter to do this when the third or fourth cheque is issued.

V. Exchange of Certificates

For purposes of comparison, teachers and school officials may find the following schedule of certificate exchange helpful. The holder of a certificate or

license issued under former regulations may, upon application to the Minister of Education, exchange it for a new certificate as indicated in this table.

Table of Certificate Ratings

Certificates named in former regulations

Temporary License
Junior Elementary and Intermediate School Certificate
*Second Class Certificate
Elementary and Intermediate School Certificate
Senior Elementary and Intermediate School Certificate
Junior Certificate for the High School
First Class Certificate
High School Certificate
Academic Certificate
First Class Certificate with Bachelor's Degree

Current equivalent certificates

Interim Junior E (Grades I-IX)
Interim Junior E (Grades I-IX)
Junior E (Grades I-IX)
Junior E (with teaching privileges extended to include Grade X)
Standard E (Grades I-IX)
Standard S (Grades IV-XI)
Standard E and Standard S (with teaching privileges extended to include Grade XII)
Professional (Grades I-XII)
Professional (Grades I-XII)
Professional (Grades I-XII)

*The holder of a Permanent Second Class Certificate may be granted a Junior E Certificate upon the completion of B.Ed. matriculation, or one summer session of approved courses, and if recommended by a superintendent of schools.

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invites applications from qualified teachers for elementary, junior and senior high school teaching positions, duties to begin September 1, 1961.

Apply to—

**Mr. A. A. O'Brien
Superintendent**

**Edmonton Separate Schools
9807 - 106 Street, Edmonton
Telephone GA 4-6474**

The Edmonton Separate (Catholic) School Board

**Invites Applications for the
Position of**

Superintendent of Schools

**Duties to begin on or
about July 1, 1961.**

School system comprises 46 schools, 480 teachers, 13,000 pupils (Grades I through XII)

Staff of seven assistants works with the Superintendent in carrying out the supervisory and administrative duties.

Qualifications:

In accordance with the current regulations of the Department of Education (Alberta teaching certificate, five years' experience as teacher in Canada, acceptable university degree, one year's graduate study preferably in the field of administration).

Salary commensurate with qualifications and experience.

Closing date for submission of applications: April 30, 1961.

Address applications to:

**L. J. Slavik,
Secretary-Treasurer
9807 - 106 Street
Edmonton, Alberta**

Q & A

OUR READERS WRITE

◆ *Can a school board force a teacher to resign because of a nervous breakdown?*

The decision to submit a resignation rests with the teacher. A school board has no power to compel a teacher to resign, but it may ask a teacher to resign. Under certain conditions, a school board may dismiss a teacher, but these circumstances are exceptional and are listed in Section 350(1) of *The School Act*. We would think that a teacher who is suffering a nervous breakdown would, on the advice of his doctor, seek leave of absence for health reasons. It would not be, in our opinion, unreasonable that a school board which has been advised that a teacher suffers from a nervous disorder, request that the teacher take a leave of absence until he recovers his health.

◆ *Can a pupil be suspended for being late a number of times?*

Chronic lateness may be construed to be within "opposition to authority, wilful disobedience, habitual neglect of duty, the use of profane or improper language, or other conduct injurious to the moral tone or well-being of the school". If it is, the teacher may suspend, but he must send a report to the school board which may take such action as it sees fit. Before suspending a pupil for chronic lateness the teacher and the principal should be satisfied that both the pupil and his parents have been warned that recurrent lateness can result in suspension.

◆ *What is meant by a normal pension?*

Normal pension is defined in *The Teachers' Retirement Fund Act* as being an annual amount equal to two percent of the average annual salary paid to the

teacher for the five consecutive years of his pensionable service during which his salary was the highest, multiplied by the total number of years of his pensionable service, computed to the nearest complete month thereof or 35, whichever number is less. In the case of female teachers, the normal pension is the actuarial equivalent of the normal pension for male teachers.

◆ *What is the fee for an optional member? Does an optional member have the same rights and privileges as other members?*

The fee for optional membership is \$12 per year if the salary exceeds \$2999 per annum. Optional members have the same right and privileges as regular members.

◆ *If a student who is a member of our school basketball team breaks his leg in a practice or a scheduled game, who would be responsible?*

If it is assumed that the accident happened because of the negligence of a teacher who should have been supervising or because of defective equipment, the damages will be covered by insurance which every school board is bound to take out under the law. However, many accidents happen which are not anyone's fault, and in such a case, the parents would have to pay for the medical and hospital bills.

◆ *Should married women whose husbands are teachers or are otherwise employed be permitted to continue to occupy the better teaching positions while single or married men are forced to seek positions in remote areas?*

The Association's policy is equal pay for equal professional education and teaching experience and *The School Act*, Section 452, states that women have absolute equality with and have the same

MEDICINE HAT SCHOOL DISTRICT No. 76

Applications are invited to fill positions on the staff of the Medicine Hat City Schools effective September 1, 1961, at the following levels:

Senior High School:

English, commercial, unit shop, science, librarian.

Junior High School:

Physical education (male and female), mathematics-science, English-social studies.

Elementary Schools:

General subjects, physical education.

Opportunity Classes:

Additional allowance of \$300 provided in schedule for teachers of opportunity classes.

Commencing salaries range up to \$8300—Salary schedule under negotiation.

Application form and salary schedule will be forwarded upon request to:

O. P. Larson
Superintendent of Schools
Medicine Hat School District No. 76
601 First Avenue S.W.
Medicine Hat, Alberta.

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University of Alberta SUMMER SESSION

Edmonton and Calgary
July 3 to August 15, 1961

Teachers planning to attend the Summer Session should note carefully the following excerpts from the Summer Session Announcement.

- A substantial portion of course content must be mastered before the session opens. A test covering this assigned study will be held during the first week of the Session.
- The deadline for registration is May 1.
- Students who complete advance registration not later than March 31 will be granted a reduction in tuition fees of \$5 per course.

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July 1-12	\$150
Ireland—July 5-12	\$125
Scotland—July 12-18	\$125
England and Wales, July 18-30	\$175

Continental Tours, commencing at London on date shown:

Our own special de luxe tour to Holland, Germany, Switzerland, Austria, Italy and France, July 30, 24 days	\$575
France, Switzerland, Austria and Italy, July 30, 14 days	\$215
Belgium, Germany, Austria (Salzburg and Vienna), Switzerland, France, July 31, 14 days	\$210
Belgium, Germany, Switzerland, France, August 4, 9 days	\$125
Belgium, Germany, Denmark, Sweden, Norway, August 5, 15 days	\$258
France and Spain, August 6, 14 days	\$201

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**SUPERINTENDENT OF
SCHOOLS
GRANDE PRAIRIE CITY
SCHOOL DISTRICT No. 2357**

Applications will be received until April 15, 1961, for the position of Superintendent of Schools for the City of Grande Prairie Public School District.

The system presently consists of six schools, 1600 pupils Grades I to XII. A new 26-room Junior High School under construction is to be partially opened September 1, 1961. Duties are to be assumed on or about June 30, 1961. Salary commensurate with training and experience.

Candidates should submit the following data:

- Academic record
- Outline of professional experience
- Names and addresses of three references and other relevant information
- Recent photograph

Address enquiries or applications to

**Secretary-Treasurer,
Grande Prairie City
School District No. 2357,
10213 - 99 Street,
Grande Prairie, Alberta.**

**GRANDE PRAIRIE CITY
SCHOOL DISTRICT**

Requires Teachers and Administrators for the term commencing September 1, 1961

Experienced PRINCIPAL WITH DEGREE for new 26-room Junior High School to be partially opened September 1, 1961. Some administration training desirable. Applicants with Alberta training will be given preference.

VICE-PRINCIPALSHIPS for the above and smaller Elementary and Junior High School set-ups. **ELEMENTARY** teachers for all grades.

JUNIOR and SENIOR HIGH SCHOOL teachers.

HIGH SCHOOL SPECIALISTS in Girls' Physical Education, English and Automotive Mechanics.

Salary Schedule presently under negotiation. For current Schedule and application, please write to the

**Secretary-Treasurer,
Grande Prairie S.D. 2357,
10213 - 99 Street,
Grande Prairie, Alberta.**

rights as men under the Act. Any teacher who holds a valid Alberta teaching certificate is eligible for engagement by any school board in Alberta. The only significant restriction of which we are aware is that the teacher's certificate range must be applicable to the grades and subjects in which he offers instruction, excepting that certificates may be upgraded on a temporary basis on the recommendation of the superintendent.

◆ *Who was the president of The Alberta Teachers' Association in 1929?*

H. D. Ainlay was president in 1928-29 and A. J. H. Powell in 1929-30.

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THE SECRETARY REPORTS

School Costs

There is a good deal of talk these days about the increasing costs of education. Much of it is directed toward the inference that there should be no more increases. Some of it appears to be directed toward the proposition that it is high salaries for teachers which accounts for increasing costs. The facts which bear on this matter, and the projections of these facts into the future, are presented below. Source of these data is the annual reports of the Department of Education.

All School Districts, Divisions and Counties	School Year	
	1949-50	1959-60
<i>Teachers</i>	6,039	11,789
<i>Classrooms</i>	6,050	10,066
<i>Beginners in Grade I</i>	20,451	30,617
<i>Pupil enrolment</i>	167,790	277,920

	Calendar Year	
	1949	1959
<i>Transportation</i>	\$ 1,989,462	\$ 8,682,980
<i>Maintenance, caretaking, fuel, repairs</i>	3,867,199	11,995,837
<i>Land, buildings, furniture, buses, debentures</i>	3,583,926	13,716,897
<i>Teachers' salaries</i>	14,264,781	49,127,753
<i>Average of teachers' salaries</i>	2,410	4,785
<i>Total expenditure</i>	26,351,173	90,325,929
<i>Per pupil per year expenditure</i>	157	325
 <i>Grants</i>	 6,407,919	 40,243,253
<i>Requisitions</i>	17,781,887	46,671,466

First, let us note that during the decade, the number of teachers nearly doubled in the tax-supported schools of the province. The reason for this is obvious: the number of pupils starting Grade I increased by 10,000. At this point one can project into the future. In the year 1943, some 19,290 babies were born in Alberta, and six years later (September, 1949 to June, 1950) some 20,451 children started Grade I. In the year 1953, some 31,376 babies were born in Alberta, and six years later (September, 1959 to June, 1960) some 30,617 children started Grade I. In the year 1960, some 39,692 babies were born in Alberta. One could expect that in 1966, some 40,000 children would start Grade I.

The effect of the birth rate on total enrolment is compounded by excess of immigration over emigration and by the increased holding power of the school. Again, some projections are in order. Note that total enrolment in tax-supported schools in the province increased by 110,000 during the decade. However, from 1949-50 to 1950-51 the increase was 6,179. From 1958-59 to 1959-60, the increase was 16,366.

For the past few years the total enrolment has been increasing by some 15,000 pupils per year. This means approximately 550 new classrooms and approximately 600 new teachers.

This expansion is one of the main reasons for the increased costs of education. Using the 1959-60 figures given, salaries for 600 teachers at the average rate of \$4,785 would be approximately \$2,900,000; transportation for pupils from 550 classrooms, \$460,000; maintenance, some \$650,000; and annual capital costs for land, buildings, etc., some \$710,000. The total increased cost is some \$4,700,000 per year, to take care of increasing enrolment. On this basis, education costs are bound to increase by some \$4,700,000 in the 1961-62 school year. The only alternative is to turn away the 15,000 additional students.

Turning to expenditures, one can note that increased service and higher prices are evident, to add to increased cost from increased pupil enrolment. Thus, transportation cost quadrupled, maintenance costs trebled, annual capital costs quadrupled, teachers' salaries and total expenditures slightly more than trebled, while per pupil expenditure approximately doubled. These trends support the "increased services—higher prices" contention.

The thesis that exorbitant salaries for teachers accounts for the ever-mounting school costs is not borne out by these data. The other major items of expenditure—transportation, maintenance, and annual capital costs—each increased proportionately in the same order as total teachers' salaries, and much more than the average annual salary during the decade.

School costs will continue to rise because of increased enrolment, increased services, and (if they continue to rise) higher prices.

Stanley Clarke

Applications are invited for the position of

Executive Assistant of The Alberta Teachers' Association

Salary Range*

\$ 9,000 - \$11,000—with bachelor's degree

\$10,000 - \$12,000—with master's degree

The Association is expanding its services, particularly in the area of professional development, and requires the services of an additional executive assistant whose work will be largely but not necessarily exclusively in this field, with employment to commence not later than the first of July, 1961.

Applicants are requested to state academic qualifications, professional experience, and experience in Association activities.

Other details of conditions of employment include group medical services plan and group life insurance, provision for sabbatical leave, one month's annual vacation, sick leave, leave of absence, and coverage under *The Teachers' Retirement Fund Act*.

Applications will be accepted up to April 15, 1961 and should be addressed to—

**Executive Secretary
The Alberta Teachers' Association
Barnett House, 9929 - 103 Street
Edmonton, Alberta**

*Note new salary range and extension of date for receipt of applications.

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